DOCUMENT RESUME

ED 091 255 SO 007 315

AUTHOR	Macleod, Jennifer S.; Silverman, Sandra T.
TITLE	"You Won't Do." What Textbooks on U.S. Government Teach High School Girls, with "Sexism in Textbooks: An Annotated Source List of 150 + Studies and Remedies."
INSTITUTION	KNOW, Inc., Pittsburgh, Pa.
PUB DATE	73
NOTE	118p.
AVAILABLE FROM	KNOW, Inc., P.O. Box 86031, Pittsburgh, PA 15221 ($2.25 fourth class; $3.00 airmail; quantity discount)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*American Government (Course); Bias; Citizenship; Content Analysis; Discriminatory Attitudes (Social); Females; *Feminism; High School Curriculum; Nondiscriminatory Education; Political Science; Secondary Education; *Sex Discrimination; Sex Role; *Textbook Bias; Textbook Content; Textbook Evaluation; Womens Education

ABSTRACT

A concern of the probable damaging effects of the treatment of women in high school textbooks on United States government led to this study of eight textbooks popularly used in senior high schools. A content analysis is reported along with recommendations for action and change. Chapters of analysis begin with a survey of where women are left out, noting index listings, quotations, illustrations, pictorial chapter openings, and terminology as examples of omissions. Next, methods by which women are put down are delineated, such as sex stereotyping in text, illustrations, and cartoons. Final focus is on subject matter important to women but usually ignored; examples include woman's role in voting, in political parties and elective office, and in relation to the judicial system and employment. Recommendations for building women up in new textbooks and for what to do until nonsexist textbooks are available are based on the conclusion that urgent revision is needed to incorporate attention to the role of women in political and governmental institutions. The final chapter contains an annotated source list of over 150 studies on sexism in textbooks and practical remedies. (Author/KSM)

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'YOU WON'T DO'

WHAT TEXTBOOKS ON U.S. GOVERNMENT TEACH HIGH SCHOOL GIRLS

with

"SEXISM IN TEXTBOOKS:
AN ANNOTATED SOURCE LIST
OF 150+ STUDIES AND REMEDIES"

JENNIFER S. MACLEOD

SANDRA T. SILVERMAN

ABOUT THE AUTHORS

Jennifer S. Macleod, Ph.D., is a research psychologist, feminist consultant, and owner of Jennifer Macleod Associates. She was the first Director of the Eagleton Center for the American Woman and Politics, during which time she initially proposed this study and also served as a Convenor of the National Women's Political Caucus. Earlier, Dr. Macleod was the Chief Psychologist at Opinion Research Corporation. Currently, she is Coordinator of the Association of Feminist Consultants. Dr. Macleod resides in Princeton Junction, New Jersey.

Sandra T. Silverman is Recording Secretary of the Association of Feminist Consultants and an Associate with Jennifer Macleod Associates. She organized and is currently Coordinator of The Woman's Place, a women's center in Princeton, New Jersey. Ms. Silverman, who is twenty-three years old, was a member of the Steering Committee of the Women's Political Caucus of New Jersey. Presently, as Sandy Silver(wo)man, she designs and sells feminist seals nationwide and produces campaign items for feminist candidates. Ms. Silverman resides in Princeton, New Jersey.

Both authors are past Presidents of the Central New Jersey Chapter of the National Organization for Women (NOW), and both have been very active in the feminist movement.

All the work in this study was conducted side by side with continual mutual consultation; we consider the end result a sample of sisterhood at work.

TO ALL THE WOMEN WHO HAVE DECIDED
THEY CAN DO

this book is dedicated to the women who
have run for office in order to make democracy
more of a reality for all wo/men*

*to be read 'women and men'

C O N T E N T S

	Page
Acknowledgements	1
CHAPTER ONE: INTRODUCTION	2
CHAPTER TWO: LEAVING WOMEN OUT	8
Index Listings	8
Quotations	9
Illustrations	9
Pictorial Chapter Openings	13
Case Examples	17
Mentions and Illustrations of Youth	18
Masculine Terminology	21
CHAPTER THREE: PUTTING WOMEN DOWN	24
Sex Stereotyping in Texts and Illustrations	24
A Special Case: Sexist Cartoons	29
CHAPTER FOUR: IGNORING SUBJECT MATTER IMPORTANT TO WOMEN	35
Individual Women	35
Women's Suffrage	37
Women as Voters	42
Women in Political Parties	47
Women in Elective Office	50
Women and the Courts	55

Page

Women and Employment 62

The Women's Movement 69

CHAPTER FIVE: RECOMMENDATIONS: BUILDING WOMEN UP IN THE NEW TEXTBOOKS 71

Masculine Terminology 72

Modes of Address for Women 73

Women in Illustrations 74

Women in Case Histories and Examples 75

Quotations from Women 75

Index Listings of Women 76

Women's Roles 76

Voters and Voting 77

Suffrage 78

Black Civil and Voting Rights 78

Political Parties 78

Elective Offices 79

Employment 79

Law and the Courts 80

Women's Current Struggle for Equality 81

The Need for Feminist Aid in Developing Non-sexist Textbooks 82

CHAPTER SIX: RECOMMENDATIONS: WHAT TO DO TILL THE NON-SEXIST TEXTBOOKS COME 84

Footnotes 86

Page

SEXISM IN TEXTBOOKS: AN ANNOTATED SOURCE LIST OF 150+ STUDIES AND REMEDIES 92

Introduction 92

Studies 93

Remedies:

Affirmative Actions 100

Clearinghouses on Women and/or Textbooks . 100

Conferences and Courses 101

Dictionaries 102

Films, Slide Shows, Skits 102

Guidelines 103

Kits on Sexism in Education 104

Lobbies 104

Miscellaneous Projects, Articles, etc. . . 105

Photographs 106

Polls and Surveys 107

Recommended Book Lists (General) 107

Supplementary Social Studies Courses . . 108

ACKNOWLEDGEMENTS

Grateful acknowledgement is made to the Eagleton Institute of Politics of Rutgers University for receipt of an Eagleton Study Grant which was used in support of the research for this study.

Thanks and love go to Sebet Silverman, Sandra's father and Jennifer's & Sandra's friend, for not only illustrating this cover, but also creating a great deal of beautiful art work that has helped the feminist movement.

Thanks and love also to Pamela and Scott Macleod, Jennifer's children and Sandra's friends, for their reasonable tolerance and quiet during the long hours of work on this manuscript.

We would also like to extend our grateful appreciation to all the feminists, too numerous to name, who gave us source leads and sent us copies of their hard work.

Permissions for the reproduction of cartoons, illustrations, and lengthy quoted passages are gratefully acknowledged; specific citations appear in the text or footnotes.

CHAPTER ONE

I N T R O D U C T I O N

Women do not participate in the political and public affairs leadership of the United States, in anywhere near representative numbers or influence. There are fourteen women among the 435 Members of the House of Representatives, and none whatsoever in the Senate; there has never been a woman President, Vice President, or Supreme Court Justice. Our country is deprived of the needed leadership potential of over half its citizenry.

High school girls all over the country take courses on government and citizenship. Later on, we hope they (unlike earlier generations of women) will fulfill their individual potentials and shoulder their share of the leadership of our country.

Yet, when they open their textbooks on U.S. government, they typically find

- women largely omitted from the texts: dozens of index listings of men for every one of a woman, almost no women quoted, the great majority of illustrations showing males only or men superior in status or numbers over women, women rarely used in case histories or examples

- treatment of women citizens and voters as a special subgroup, mentioned only when they are thought to differ from the male norm
- ubiquitous use of masculine terminology (man, men, he, him, the man in the street, Mr. Average Citizen, etc.) that establishes politics and government as a male province
- the political participation of women pictured as supportive and subordinate, with no acknowledgement of the rules and practices that have kept women from leadership positions
- completely inadequate coverage of the Nineteenth Amendment and the struggle for women's suffrage, with no mention of the heroines and leaders of the movement
- exclusion of women from the law and the courts, that goes unremarked and thus tacitly approved
- a misleading omission of women employed outside of the home; and an underlying false assumption that most women don't work, but that if they do, they receive pay and opportunity equal to those of men
- a narrow, stereotyped image of women as housewives, passive and dependent, defined by their husbands' occupations
- "humorous" cartoons that hold women up as objects of derision
- little or no acknowledgement of the existence, let alone coverage, of the current feminist movement -- a political movement of profound importance to the high school girls who will be be tomorrow's women.

Thus, the high school girl receives reinforcement of the idea that her destiny cannot or should not include political or governmental leadership -- that she WON'T DO.

It was because of concern about the probable damaging effects of the treatment of women in high school textbooks on U.S. government, that the study reported in this book was undertaken. (The above are some examples from the findings.)

Early in 1972, when the study was started, major publishers of textbooks were contacted, and asked whether they published a currently popular textbook on U.S. government for use in senior high schools.[1] The publishers named eight such texts:

Bard, Harry, Willis D. Moreland, Thelma N. Cline, Citizenship and Government in Modern America, Holt, Rinehart and Winston, New York, 1966. 466 pages.

Bruntz, George G., John Bremer, American Government, Ginn and Company, Boston, 1969. 671 pages.

Dimond, Stanley E., Elmer F. Pflieger, Our American Government, Lippincott, Philadelphia, 1971. 789 pages.

Eagleton Institute, Contemporary Issues in American Democracy, Donald H. Riddle, Ed., McGraw-Hill, St. Louis, 1969. 561 pages.

Hughes, Arthur J., American Government, Bruce, Beverly Hills, 1969. 282 pages.

Magruder's American Government, revised by William A. McClenaghan, Allyn & Bacon, Boston, 1971. 792 pages.

Resnick, Miriam Roher, Lillian Herlich Nerenberg, American Government in Action, Charles E. Merrill, Columbus, 1969. 622 pages.

Schick, Allen, Adriennne Pfister, American Government, Continuity and Change, Houghton Mifflin, Boston, 1972. 629 pages.

An intensive content analysis of the eight texts was then undertaken, using a variety of content analysis methods. The central portion of this book is devoted to reporting the results of the analysis. (The final two chapters provide recommendations for action and change.)

A search of the literature, undertaken simultaneously with the content analysis, showed that we were far from alone in our concern that textbooks damage the aspirations of female students. Many scholars and observers have expressed similar concerns to the one prompting our study[2]. Lynne Iglitzin, for instance, suggests that women have really received a "non-education" when it comes to the civic awareness considered the hallmark of a good citizen[3]. In one paper, she states:

> "As long as all the socializing agents of society, such as parents, teachers and the media, subtly continue to inculcate the idea that politics is the exclusive province of men, boys will continue to strive toward active political roles. Girls, encouraged to turn inward to home and family, will continue to indicate little interest and identification with political concerns."[4]

The growing concern is also reflected in increasing numbers of studies being done on the image of women in textbooks, many of them published since our study was begun. As a contribution to the burgeoning literature, we have compiled an annotated bibliography of such studies, and included it in the Source List that is appended to this book.

The conviction that sex stereotyping in books is damaging to female students and should be eliminated is not limited to scholars. In its November, 1972 report on women in education, for instance, the U.S. Department of Health, Education and Welfare states:

> "Sex biases in the curriculum are a problem at the [secondary] level too, though the focus has shifted: women are ignored more often than maligned. In history and social studies texts, for example, women -- their achievements and their concerns -- are virtually invisible. The history of women's exploitation and their struggle for equality is dealt with superficially, if mentioned at all."[5]

The Citizen's Advisory Council on the Status of Women, appointed by the President, has recommended as follows:

> "State and city commissions on the status of women and other groups interested in education should foster the review of local public school systems to determine the degree of sex discrimination, especially with respect to . . . textbooks, library books, and other curriculum aids . . ."[6]

Some state governments are going further. For instance, the Pennsylvania Secretary of Education has issued a memorandum to school administrators that includes the following:

> "I hereby commit the Department of Education to making the elimination of sexism in education a priority. . . The policies which I have established and upon which the public schools in the Commonwealth will be evaluated are that: . . . feminist literature be included in school libraries and efforts be made to secure instructional materials, including textbooks, which favorably portray women in non-traditional roles."[7]

Action on the national level has begun with the passage of Title IX of the Education Amendments Act of 1972, which reads, in part:

> "No person in the United States shall, on the basis of sex, . . . be subjected to discrimination under any education program or activity receiving federal financial assistance . . ."[8]

Although implementation guidelines to the Amendments have not yet, at this writing, been issued by HEW's Office of Civil Rights, legal action on the basis of Title IX is already underway. On May 31, 1973, a group of Kalamazoo, Michigan citizens filed the first textbook complaint based on Title IX. They requested an HEW investigation to persuade the Kalamazoo Board of Education to adopt a non-discriminatory reading program. Their complaint contended that a recently-adopted reading program, which would be almost half-funded

by government monies, presented sex roles reflecting "the restricted range of occupations and behavior permitted women in American society before sex discrimination became illegal."[9]

Additional federal legislation may soon add to the ammunition available to those who seek the needed changes. For instance, on January 3, 1973, Representative Patsy Mink introduced H.R. 208, the Women's Educational Equity Act of 1973. Rep. Mink explained:

> "I think that it is terribly important for us to look at the economic, sociological and political impact of the rigid sex roles imposed and enforced by our education system . . . The reason we have discrimination against women in job advancement, the reason women do not have a voice in the economic and political decisions which affect their lives is that we are wedded to this rigid concept of roles."[10]

If signed into law, H.R. 208 will authorize $80 million for the first three year period, to aid in the achievement of educational equity for girls and women.

In presenting the findings of our study on civics textbooks, it is clear that we need not do so with hopeless hand-wringing. Instead, the analysis is oriented toward what exact changes are needed, so that action can be taken to bring them about.

With an accumulation of such changes, we can look forward to generations of young women who realize they CAN do for themselves, their country, and their world.

CHAPTER TWO

L E A V I N G W O M E N O U T

One of the ways in which a textbook conveys a message to its readers is by what it omits. When something is left out -- a topic, a fact, an individual, a group -- the implication is that it doesn't warrant inclusion in the book's subject matter.

Thus, when a high school textbook on government fails to discuss individual women, fails to quote women, fails to include women in its illustrations in reasonable numbers, fails to use women's case histories as examples, mentions the female half of the population only occasionally, women are being "left out" in a very real sense.

The indirect message to the reader is that women do not "belong" in the field of politics and government.

Index Listings

It is a commonly accepted principle that young people should be provided with good role models -- examples of adults who are in some way worthy of emulation, or who demonstrate some of the things that one can do with one's life if one wishes.

These high school textbooks on U.S. government give individual attention to many persons who, for one reason or another, are considered worthy of note. One would have to expect most of the individuals mentioned to be male rather than female, since most of our past and present leaders in

government and politics have been men. One may not, however, be prepared for the degree of imbalance in the numbers: out of 1,136 listings of individuals in the indexes of the eight books studies, only 33 are women. Thus, there are 34 or 35 male listings for every female listing. (See Table 1.)

Three of the books list only a single woman in their indexes. (The specific women listed are discussed in a later section.)

Female students seeking information about important women in politics and government, or (consciously or subconsciously) seeking role models for themselves, find it an unrewarding search in these books.[1]

Quotations

Some of the eight books make fairly extensive use of quotations. When they do, women are rarely quoted.

None of the books have more than two quotations from women, although they have numerous quotations from men. Schick, Pfister contains 150 quotations from men, and <u>one</u> from a woman. (Table 2.)

Illustrations

The overwhelmingly male orientation of these textbooks is demonstrated in the choice and content of the photographs, drawings, cartoons and schematic illustrations that are used in the texts.

In the eight books, from 70 to 88 per cent of the illustrations show men only, or men dominant over women in status, authority, or numbers. Only four to 15 per cent of the illustrations show women only, or women dominant over men. (Table 3.) The message to the books' readers is unmistakable. Marjorie U'Ren says the following about primary grade

TABLE 1: INDEX MENTIONS OF INDIVIDUAL WOMEN AND MEN

	Number of . . . Mentions of Men	Mentions of Women
Bard, Moreland, Cline	31	1
Bruntz, Bremer	200	5
Dimond, Pflieger	245	11
Eagleton Institute	69	1
A.J. Hughes	41	1
Magruder's	155	4
Resnick, Nerenberg	170	4
Schick, Pfister	192	6
TOTAL	1,103	33

TABLE 2: QUOTATIONS FROM MEN AND WOMEN

	Number of Quotations from:	
	Men	Women
Bard, Moreland, Cline	10	0
Bruntz, Bremer	66	0
Dimond, Pflieger	44	2
Eagleton Institute	32	0
A.J. Hughes	12	0
Magruder's	107	1
Resnick, Nerenberg	112	1
Schick, Pfister	150	1
TOTALS	533	5

Note: Count derived from the books' indexes, where quotations are either labelled as such or found on pages cited under the name of the individual.

TABLE 3: HUMAN FIGURES SHOWN IN ILLUSTRATIONS, BY SEX

	Illustrations show. . .				
		Both males & females			
	Male(s) only	Male(s) dominant	Males & females equal	Female(s) dominant	Female(s) only
Bard, Moreland, Cline	53%	18	14	6	9
Bruntz, Bremer	66%	22	5	3	4
Dimond, Pflieger	53%	17	16	7	7
Eagleton Institute	61%	12	16		8
A.J. Hughes	60%	23	6	3	8
Magruder's	70%	10	13	4	3
Resnick Nerenberg	67%	19	10	1	3
Schick, Pfister	71%	14	8	2	5

Note: Illustrations coded "males dominant" or "females dominant" are those in which that sex dominates as an authority figure or has clearly superior status, or if status or authority is not clearly differentiated, the one sex clearly dominates in numbers. Per cents are based on only those illustrations that include human figures.

textbooks, but it seems to apply equally well to high school textbooks:

> ". . . a photograph of an everyday street scene will yield a normal mixture of the sexes, but a drawing of a street scene will show far more males. The significance of this imbalance is obvious. We tend to forget the simple fact that the female sex is half the species, that women are not merely a ladies' auxiliary to the human race."[2]

Pictorial Chapter Openings

When illustrations are used at the beginning of each chapter, as is the case with Bard, Moreland, & Cline; Bruntz & Bremer; and Resnick & Nerenberg, the content of the illustrations may be considered to be of special importance because it sets the scene for the entire chapter. They are not usually pictures of specific individuals, so that in many cases they could equally well be males or females.

The distribution of the sexes in the chapter heading illustrations is, if anything, even more lopsided than for the illustrations as a whole. From 70 to 100 per cent of the illustrations show men only or males clearly dominant over females in status or numbers. (See Table 4.)

Following are some examples of the ways that chapter heading illustrations unnecessarily omit women or show them subordinate to men in numbers or importance:

Bard's first unit, "Understanding Our Democracy," is headed by a montage of six sketches that show a man running for office and addressing a predominantly male audience, a man reading about a male candidate, three men discussing politics, a man watching three men on television, a man cheering for a male candidate, and, finally, a man casting his vote.[3] (See Figure 1.) The first chapter in the same unit, entitled "Informed Citizens are the Backbone of Democracy," shows four men buying newspapers from a male

TABLE 4:
HUMAN FIGURES SHOWN IN PICTORIAL CHAPTER HEADINGS, BY SEX

	Illustrations show . . .				
		Both males & females			
	Male(s) only	Male(s) dominant	Males & females equal	Female(s) dominant	Female(s) only
Bard, Moreland, Cline	53%	17	17	9	4
Bruntz, Bremer	71%	29	0	0	0
Resnick, Nerenberg	60%	32	8	0	0

Note: The other five books do not use pictorial chapter openings. Per cents are based on only those chapter opening illustrations that include human figures.

Illustrations coded "males dominant" or "females dominant" are those in which that sex dominates as an authority figure or has clearly superior status, or if status or authority is not clearly differentiated, the one sex clearly dominates in numbers.

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Fig.1:
Opposite page 1 of
Bard, Moreland, Cline

newsdealer, with women only in the background.[4] The second chapter, "The People Govern in a Democracy," shows one person, a man, voting.[5] The next unit is entitled "Governing the People," and is headed by a drawing of nine men analyzing legislative reapportionment.[6] A later chapter, "Taxation Pays the Cost of Government," shows a male hand filling out an income tax return with a male name.[7] "Understanding Our Economy" shows men loading a truck, no women.[8] The unit on "Meeting Social Responsibilities" shows six men in an urban backyard scene.[9]

Bruntz & Bremer's chapter entitled "Citizenship and Suffrage" is headed by a sketch of a man voting and a male registrar.[10] A chapter on "Public Opinion and Special Interests" shows a man watching another man on television.[11] "Congress and Its Powers" shows a drawing of what appears to be an all-male Congress.[12] "The Federal Court System" shows a male judge, a male witness or defendent, and a male attorney.[13] "Our Government and Liberty" pictures a male politician addressing a crowd of about 22 men and three women.[14] "Municipal Government" shows what is apparently a town council of five men.[15]

Resnick & Nerenberg's first chapter, entitled "Why Government," has a sketch of seven men and no women, depicting various forms of government.[16] The chapter, "90,000 Governments -- The Federal System," has a picture of a single government employee -- a male dog-catcher.[17] "A Nation of Hyphenated Americans" shows seven men and two women (plus the Statue of Liberty).[18] "Our Liberties and Our Rights" shows nine men and three women, representing various causes.[19] "How State and Local Governments Make Law" shows four state or local government officials, all male.[20] "Criminals, Citizens, and Government" shows a criminal, a victim, and a member of the police force, all men.[21] "Government and Your Job" shows five working people, all men[22] (although nearly 40% of the labor force is female today).

Case Examples

Scattered through most of the textbooks studied are vignettes or case examples that evidently are included to increase reading interest, to clarify points, and to relate the subject matter to daily life and concerns. Reading through the texts, one soon gets the impression that most of the case studies and examples -- even when they are set in the present -- are about men (or boys) rather than about women (or girls). Unfortunately, it is difficult to conduct a reliable, formal count of the cases, because of difficulty in unambiguously defining what constitutes a vignette or case example.

In one text, Resnick & Nerenberg, however, there are 25 vignettes clearly set apart from the text, each one labeled "Play a Part in Democracy." The book's preface describes their purpose thus:

> "Near the end of every chapter is a feature story, Play a Part in Democracy, which tells about an actual person who faces a problem. Searching questions lead the student to put himself in the place of the person involved and to analyze the problem. Based upon his knowledge of governmental processes and democratic principles gleaned from the text, the student comes to a valid conclusion about the situation."[23]

Of the 25 vignettes, 17 are about men, and only four are about women (the others are about both men and women). One must wonder why the authors (ironically, both women themselves) make it so much harder for the female students to identify with the individuals described.

Mentions and Illustrations of Youth

Case examples and illustrations showing school and college students and very young adults may be considered to be of particular importance in these books, because readers may see "themselves" taking a citizenship role in government and politics, and in society as a whole. Although a formal count is difficult due to problems in reliably defining the unit to be counted, it is quite evident that the female student would have a much harder time finding "herself" in the books than would the male student.

For instance, Chapter 1 in Resnick & Nerenberg, entitled "Why Government?' begins with a passage from Lord of the Flies[24] and a short discussion of its meaning. The text states, "Just as the boys in Lord of the Flies set up the rudiments of a government -- decision makers, doers, thinkers -- so early man probably formed bands and tribes in much the same fashion."[25] Thus, the book begins by crediting males with the invention of government and giving an all-male example of youth in government (albeit on a fictional and primitive level).

In the Resnick "Play a Part in Democracy" case examples, the male model for youth in government continues to be presented. Tom Noble, a high school senior, 'plays a part in democracy' by getting appointed to a County Planning Commission with four adults.[26] Bruce Buwalda, another high school senior, is singled out as "the youngest precinct committeeman in the nation."[27] In the one instance in which a young woman 'plays a part in democracy,' twenty-year-old Penny Schumaker presents a fairly good female role model by having the job as summer assistant to a Representative in Washington.[28] However, she is shown in the traditional female role of assistant, whereas the two boys, younger than she, had been shown as holding political positions in their own right.

In Bard, Moreland, & Cline, there is a photograph of a Boys' Nation meeting with a caption reading, "Boys' Nation. . . is designed to train students in the workings of our government."[29] Later, there is a full-page presentation of a Boys' State meeting.[30] Nowhere is there mention of anything similar involving girls, such as Girls' State. In Bruntz & Bremer, similarly, there is a photo and caption concerning Boys' Nation.[31] The text on the same page devotes ten lines to Boy's State and two lines to Girls' State. Here again, high school girls receive little encouragement to aim for work in government, or to seek out these youth-in-government programs. An exception to this pattern is an illustration in Dimond & Pflieger showing young women and men attending a Leadership Training School. The caption reads, ". . .Out of these sessions come young men and women prepared to help their party campaign."[32]

When students are shown participating as citizens in the society as a whole, males are again dominant. A caption in Bard, Moreland, & Cline tells readers, "A District Ranger in Idaho explains fine points of tree identification to a group of 4-H Club boys and girls;" the picture shows eleven boys and one girl.[33] A later photograph shows boys planting seedlings in a conservation effort.[34] Schick & Pfister, however, shows a number of young women and men cleaning bay waters.[35] There are four pictures in Bard, Moreland, & Cline, relating to fitness[36], health[37], cleanliness[38], and sports[39]; all are composed of boys only. There is an illustration showing girls participating equally with boys in a life-saving lesson.[40] A picture on the preceeding page, however, shows a boy safety patrol (& a male policeman) helping little girls cross the street.[41] Elsewhere in the book is a photograph of nine boys in a musical band with a predominantly male audience; the caption reads, "The problem of 'keeping the kids off the street' means giving them someplace to go instead. . ."[42] Another caption tells how public schools offer nutritious lunches; the picture shows a school cafeteria with fifteen boys and no girls.[43] The

caption on another illustration tells readers that prejudice is acquired, not inherited; the picture shows only boys (white and black) playing together.[44]

When it comes to the presentation of girls in job-related or education-oriented pictures, the situation is not too different. In Resnick & Nerenberg, a caption on Job Corps says, "Young men and women learn specific skills fitting them for jobs," but the illustration shows three boys (no girls) learning to be electricians.[45] Similarly, Moreland, & Cline, students are told that Mobilization for Youth is for unemployed young people 16-21 years old, but the photograph shows seven boys at work fixing streets.[46] In Dimond & Pflieger, however, there is a photograph that shows young civil service applicants taking a typing test; both girls and boys are included in the picture.[47] Bard, Moreland, & Cline presents a good role model for girls by showing a female sixth-grader studying physics; however, she is in the Soviet Union.[48] Eagleton, in its discussion of racial segregation in education, shows readers an all Negro junior high school in Washington D.C.; the text does not note, however, that the class is also segregated by sex, with fourteen female students and no males.[49] In Resnick, there is only one case example related to education: it discusses how William Teal, a Negro college student, gets himself a scholarship.[50] In the same text, a cartoonist portrays "Growing School Needs" with a boy growing taller and taller.[51]

It can be argued, with justification, that at least some of the imbalance between <u>adult</u> men and women in these texts is a result of the undeniably greater incidence at this time of men than women in adult leadership positions. This argument appears weaker, however, when we see that male <u>youths</u>, who have not yet had time to attain adult leadership positions, are accorded more attention than girls and young women in these books.

Masculine Terminology

One of the ways in which the books communicate an atmosphere that is consistently male in tone and content is by the almost continual use of masculine terminology: man, mankind, men, he, him, his, the common man, the average man, Mr. Average Citizen, the native son, the man in the street, and so forth. The excuse may be given that the terms are being used in a generic sense, and denote women as well as men. This argument is not convincing, however: a woman does not think of herself as a man (if one asks, in a mixed group, for all the "men" to raise their hands, a woman will not do so); therefore, to refer to people as "men" is to exclude women. Women are thus treated as exceptions, or special cases, or variants from a male norm. When almost all human accomplishments and leadership are described in male terms, the female reader can hardly miss the message that leadership and achievement are not for her -- except in those specific aspects of life (such as wifehood and motherhood) that are specifically labelled female.

All eight of the books studied use exclusionary male terminology frequently throughout the text. The following are two typical examples, drawn from just the first and last chapters of one of the eight books.

From a section on "How Men Work with Their Problems," in Chapter 1 of Eagleton:

> "Men have a variety of ways of working with their problems. . .
>
> "They Create Social Institutions
> In order to satisfy his needs, to solve problems, and to resolve issues, man has gradually developed social institutions . . . Religions satisfy the need of man to believe in something bigger than himself and to worship God. . . Economic systems and governments have been developed by men to perform certain functions, . . .

These are not the only social institutions which men create, but they are the major ones and through them men seek to solve their problems. . .

"Intelligence and Knowledge
Man is a rational animal; that is, he is endowed with intelligence -- with reason and the capacity to use it. He also has the capacity to develop knowledge and communicate it to others. . .

"Men can apply their intelligence and knowledge through the social institutions they have developed and work out tentative solutions to most of their problems. . .

"Values
One reason men do not always apply their intelligence and knowledge involves the problems of values. That is, men have beliefs or attitudes which sometimes interfere with the application of their intelligence and knowledge. They value some things more than others, and not all men have the same set of values. That is, not all men have the same set of priorities, nor do they cherish the same things. . . It would be a dull and static world (or nation or community) if all men had the same convictions. Clashes of values have often been a source of progress. William Lloyd Garrison's passionate belief in freedom for all men, including slaves, is an example. A few women who held values different from those of most other people were responsible for extending the vote to women."[52]

The above is an example of treating the male as the human norm, and mentioning women only as a subclass, referring to them only when they differ from the male norm.

Moving over to the final chapter, entitled "Creative Citizenship," we come across this paragraph:

"This fortunate country lived a good way through the twentieth century before feeling the need for any definitions of national goals or even very much discussion of them. For the first century, at least, our

> destiny was manifest; obvious, that is, in the great expanse of wilderness between the Atlantic and Pacific oceans. It was man's job to tame that wilderness, make it habitable, and exploit its riches. In the process of creating a place for himself and his family, one individual joined hundreds of thousands of others engaged in exactly the same kind of activity and so contributed to progress. . ."[53]

In this passage, by the use of the ubiquitous male terminology, the author (whether consciously or not) treats women merely as member of the "family" for whom men achieved the marvels.

The two women authors, Resnick & Nerenberg, make a deliberate effort to try and include women in their text's terminology. Sometimes, however, the end results are a curious mixture of awkward grammar and sexist overtones, although the attempt to eliminate the latter is obvious. The following examples require no further explanation.

> "A boy or girl who joins a gang. . . must have some good reason for doing so, though he may not be able to explain it."[54]
>
> "They were convinced that each man and woman can get along best without anyone to tell him what to do."[55]
>
> "But every man and woman, by taking an interest in politics, can play his own part in choosing his representatives and telling them what he would like to have done in his government."[56]

CHAPTER THREE

P U T T I N G W O M E N D O W N

Sex Stereotyping in Texts and Illustrations

Stereotyped thinking and assumptions about women and women's roles can surely be damaging to the self-respect, aspirations, and independence of thought of female teenagers. They can also be damaging to the teenage boys, who may absorb a view of women that will make it difficult to relate to them wholesomely and humanely in adulthood as friends, spouses, co-workers, and equal citizens.

The texts studied provide numerous examples of undesirable stereotypes concerning women and women's roles, most of them limiting women to traditional feminine traits and activities. Women, in these books, are often defined only as their husbands' wives rather than as individuals in their own right; sometimes women are dehumanized as sex objects. Following are examples from several of the books.

A particularly striking example of unfavorable sex stereotyping appears in Dimond & Pflieger:

> A page of whimsical drawings depicts "A Day in the Life of a Congressman." He is shown leading a busy, hectic day, dashing to his office, talking on the telephone and signing letters, rushing to a committee meeting pursued by reporters (male), participating in the all-male committee meeting, rushing through lunch with male colleagues, disturbed in the House by a pageboy who

> brings him a note, talking with a group of students, being interrupted in a conversation with a male visitor to go to the House again, eating a hurried dinner reading documents, doing more reading in his easy chair after dinner, and continuing his reading in bed.[1] The only women shown on the page are the Congressman's secretary or clerk carrying a mound of his mail, a nuisance "lady" visitor (not pictured, only mentioned verbally), two female students (one taking notes) in the group led by two male students who are doing all the talking, the Congressman's wife who looks distressed as he reads at the dinner table -- and who is later fast asleep in bed beside the Congressman who is still hard at work.

The image of women communicated in the above vignette is clearly disparaging.

In another section, on propaganda techniques, Dimond & Pflieger includes this sentence: "Music, color, beautiful girls, lighting are employed skillfully in advertising as well as in political rallies."[2] The acceptance as "skillful" of the use of "beautiful girls" as propaganda tools, on a par with the use of music, color and lighting, presumably to manipulate the motivations of the voter who is assumed to be male, implies approval of practices that dehumanize women and treat them as objects. It also overlooks the reactions to such practices of the half of the voters who are women: how does the "skillful" use of beautiful girls manipulate <u>their</u> emotions and motivate <u>them</u> as voters?

In Eagleton, a section on "individualism" includes this passage:

> "Americans like to dramatize the individual, his successes and failures. Personality is a fetish. Highly paid specialists glamorize each public figure. We create temporary public figures: 'Miss America,' 'doctor of the year,' 'mother of the year.' Many products and services are at hand to give 'charm' to every American woman."[3]

The image of women here is that of a glamour object or a

"champion mother" -- and of someone who must buy "charm."

Magruder's, in a section on pressure groups, says:

> "A man who owns an automobile agency, for example, may belong to a car dealer association, a veterans' organization, the local chamber of commerce, a particular church, a parent-teacher association, and several other local, regional, and national organizations. His wife may belong to some of these groups, as well, including the church and the parent-teacher association; and she may be a member of still others, including a local voters league and the auxiliary of her husband's veterans' organization."[4]

Here, the woman is stereotyped as her husband's wife, defined by his occupation.

It is ironic and a little sad that Resnick & Nerenberg, the one textbook studied for which all the authors are career women themselves, is also the text with the most numerous examples of limiting women to stereotyped traditional roles. One of the reasons for this is that Resnick and Nerenberg, unlike the authors of the other texts, who rarely mention women (either stereotyped or not) at all, do seem to make a conscientious effort to include women. It is unfortunate that, so often, they do so in a belittling way.

For example, in a chapter on pressure groups and public opinion, the following passage appears:

> "Sometimes an organization will send a busload of its members to the capital merely to observe a legislative hearing. One of them may testify, but the others just sit in the audience. Merely by being there, they are exerting pressure. Their presence says, in effect, 'If you do anything we don't like, we will tell our other members, and they will tell their wives, who will discuss you over the bridge and luncheon tables. We may write letters to the newspapers. By election day there may be enough of us to defeat you for reelection."[5]

In this example, the politically active people are the husbands. The wives are pictured as passive recipients and spreaders of their husbands' ideas, and as people who spend a good deal of time chattering over lunch and bridge tables.

In the same chapter, there is a description of two women who are members of the League of Women Voters. One sits at the weekly meetings of the city council and knits, the other occasionally takes notes "on the back of an envelope." They never say anything, and the mayor tells them, "Do you know how many things you ladies of the League of Women Voters have kept the city council from doing, just by sitting there?"[6]

A section entitled "Investigating the Nation's Problems" begins:

> "Standing at her ironing board, a modern housewife may feel almost as if she is a member of a congressional investigating committee. Thanks to television, she can frequently watch while a Senate or House Committee interrogates . . ."[7]

As if to emphasize the woman's role as observer only, the passage is accompanied by a photograph of an all-male congressional hearing.

There is one case history in which Resnick and Nerenberg describe a politically active woman: Therese Lansburgh, a lobbyist for child care. Even in this case, however, her political involvement is pictured as secondary to her role as wife and mother. She is, unnecessarily, identified as "the wife of the owner of a large department store." The text continues to say about Ms. Lansburgh, "Your chief interest, aside from your home and family, is still child welfare." While discussing Ms. Lansburgh's work for children, the authors say, "You . . . are always giving exciting luncheons and parties at which you serve both attractive food and conversation about day care to potential supporters." Although a portion of one of her speeches is also quoted, her work as a child care lobbyist is not made to sound very serious to the student reader.[8]

The image of marriage as the destiny of women is reinforced in a section concerning voting age (put out before the eighteen-year-old vote was adopted):

> "A disagreement has developed in recent years about the minimum voting age, an important question for young men and women who are now in high school. Is twenty-one really the magic moment when one suddenly becomes wise enough to exercise the franchise? Why not eighteen, when men are draftable and young women are marriageable? Why not twenty, instead of twenty-one?"[9]

In another passage, on "Cities and Their Problems," Resnick and Nerenberg seem to be reinforcing the stereotyped view that women are fearful in situations in which men are not. They say, " Sometimes women are afraid to walk alone in the streets."[10]

One more example from Resnick & Nerenberg: A satirical "case study" of one Homer T. Pettibone, who sets out to become the perfect voter, shows him sacrificing his friends, his job, his home and his wife in his determination to study the issues and the candidates and not be influenced by propaganda. The story line goes that his wife became angry. "'You must be prepared,' he said to her sternly one morning as she was reading their eviction notice, 'to guide your own destiny.' 'I am,' she snapped, and she packed up and went home to mother."[11] The idea that married women, when something goes wrong, "go home to mother," is out of date and insulting to women -- especially in this context, in which it is apparently meant to be her idea of "guiding her own destiny." The supposedly humorous nature of the case study does not excuse the reinforcement of a derogatory sex stereotype.

A Special Case: Sexist Cartoons

Three of the textbooks studied (Bruntz & Bremer, Dimond & Pflieger, and Resnick & Nerenberg) make use of humorous-type cartoons, presumably to liven the text and make it more attractive and readable.

Cartoons are often very revealing of underlying attitudes. What the authors consider amusing can demonstrate their underlying cultural stereotypes, which are then communicated to the reader.

One of the ways that cartoons communicate cultural stereotypes is in the denigration of groups -- races, ethnic groups, sexes, age groups, classes, and so forth. In these textbooks, few if any of the cartoons communicate unfavorable stereotypes concerning the male sex or minorities; some denigrate various age or class groups. Nearly a third of them, however, clearly denigrate women. (Table 5.)

In Bruntz, Bremer there is a blatant example of a sexist cartoon (Fig.2). A male elections clerk is shown, and in the voting booth is a female voter saying "Eeny, meeny, miny, mo . . ."[12] One can imagine the justifiable reaction of blacks if a black voter were shown in such a ridiculous light; it is a demonstration of our culture's deep-seated sexism that this flagrantly anti-female cartoon can 'pass.'

In Dimond, Pflieger, a cartoon (Fig.3) entitled "The Girls" shows a middle-aged woman in a voting booth, asking, "Which one was it that was so witty on television?"[13] Another cartoon shows a woman over-reacting in a stupid way.[14] A third cartoon, particularly sexist, shows a woman defendent in a courtroom looking worried -- a woman juror is glaring at her because they are wearing identical dresses.[15] (Fig. 8, page 61.)

In Resnick & Nerenberg, a cartoon (Fig.4) shows a woman taxpayer. She is sitting, thoroughly cowed, in an Internal

TABLE 5: THE IMAGE OF THE SEXES IN HUMOROUS CARTOONS

	Total number of "humorous" cartoons	Number of Cartoons with: Unfavorable stereotypes of men	Unfavorable stereotypes of women
Bruntz, Brezer	2	0	1
Dimond, Pflieger	6	0	3
Resnick, Nerenberg	8	1	1
TOTAL	16	1	5

Note: Bard, Moreland & Cline; Hughes; Magruder's; and Schick, Pfister, contain no humorous-type cartoons. This analysis does not include political cartoons.

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Revenue Service Office; handy on the stern-looking (male) *Internal Revenue Agent's* desk is a box of tissues, marked "help yourself."[16]

This kind of "humor" is about on a level with "watermelon" jokes about blacks, and certainly has no place in high school textbooks.

CHAPTER FOUR

IGNORING SUBJECT MATTER IMPORTANT TO WOMEN

Individual Women

Given the scarcity of the mentions of individual women in the books' indexes, the specific women mentioned and the reason for their noteworthiness is significant.

Women who are listed in the index of three of the eight texts are:

- Ethel Rosenberg, convicted espionage agent
- Senator Margaret Chase Smith.

These women are listed in two of the eight texts:

- Elizabeth II, Queen of England
- Emma Lazarus, poet
- Mary, of William and Mary, monarchs of England
- Ruth Bryan Owen, mentioned in the indexes but not in the texts (perhaps she was in earlier editions)

These women are each listed in one of the eight texts:

- Joan Baez, peace movement activist and singer
- Janet Bond, who ran for a political office with no duties and no salary
- Vera Micheles Dean, political scientist

- Prime Minister Indira Gandhi of India
- Kitty Genovese, murder victim
- Congresswoman Margaret Heckler
- Mrs. Ulysses S. Grant, a mannequin wearing her inaugural gown
- Congresswoman Martha Griffiths[1]
- Oveta Culp Hobby, Cabinet member
- Dr. Frances O. Kelsey, scientist with the Food and Drug Administration who refused approval for U.S. distribution of thalidomide
- Dolly Madison, wife of President James Madison
- Mary McCarthy, political party worker and daughter of Senator Eugene McCarthy
- Senator Maureen Neuberger
- Mollie Orshansky, author on poverty
- Rosa K. Parks, activist in the black civil rights movement
- Dr. Judith H. Parris, political scientist
- Frances Perkins, Cabinet Member
- Sara Polk, wife and unpaid secretary of President Polk
- Congresswoman Leonor K. Sullivan.

Most of these twenty-five women are noteworthy because of their individual achievements, and are thus good role models for female students.[2]

However, Ethel Rosenberg (tied with Senator Margaret Chase Smith in that both are listed in the index of three of the eight books), Kitty Genovese, Mrs. Ulysses S. Grant's inaugural gown, Janet Bond (who ran for a meaningless public office with no responsibilities or salary), and women mentioned mainly because of their famous male relatives, are

not desirable role models, and may instead tend to reinforce stereotypes of women as non-achievers and as people whose status is borrowed from men.

Women's Suffrage

Every American citizen should be aware that our Constitution, as originally written, did not grant the right to vote to all adult citizens; that voting rights for large portions of the population have only been won relatively recently. This fact is, of course, of particular importance and relevance to those who belong to the groups that were earlier denied the vote -- specifically, black males, and black and white females.

In general, the textbooks studied give adequate coverage to the Fifteenth Amendment, which granted Negro males the right to vote: from 16 to 75 lines of text directly on the Amendment. In some of the books, the Nineteenth Amendment, even though it affected a far higher proportion of the population (women of all races), is treated far more briefly than the Fifteenth Amendment. (Table 6.)

It is also of interest to note that all of the books, in addition to discussing the Fifteenth Amendment directly, give additional coverage to the later struggles against various strategies, such as literacy tests and poll taxes, that were used to keep down the Negro vote in some localities. Also, all the books discuss the important topic of the role of race prejudice in delaying the Negro vote. None of them, however, mention the role of sex prejudice in delaying the vote for women. Thus, the total space devoted to black voting rights tends to be many times greater than that devoted to women's voting rights and suffrage (which also involved a long and bitter struggle).

> In Dimond, Pflieger, for instance, the space devoted to black voting rights is over 400 lines, while the space devoted to women's voting rights is less than 60 lines.

TABLE 6: COVERAGE OF 19th AND 15th AMENDMENTS

	Number of text lines directly treating the . .	
	15th Amendment (Negro Male Suffrage)	19th Amendment (Women's Suffrage)
Bard, Moreland, Cline	28	35
Bruntz, Bremer	16	19
Dimond, Pflieger	61	37
Eagleton Institute	38	14
A.J. Hughes	19	3
Magruder's	75	28
Resnick, Nerenberg	29	21
Schick, Pfister	18	20
TOTALS	284	177

Note: The line count in each case includes the lines in the full text of the Constitution, usually appearing in the textbook's Appendix.

> In Eagleton, black voting rights are given more than 260 lines, women's voting rights less than 25 lines. Schick, Pfister devotes about 220 lines to black voting rights, less than 50 to women's voting rights.

It is evident that both the Fifteenth and the Nineteenth Amendments are of profound importance to the understanding of our system of government; both should be fully explained and discussed in high school textbooks on government.

There is also a very interesting oversight, or carelesness, that appears in most of the eight books with regard to the Fifteenth Amendment. In the main text and/or in explanatory notes or captions that accompany the full text of the U.S. Constitution, the Fifteenth Amendment is usually described as "giving the Negroes the vote." For instance, in Dimond, Pflieger, "The right to vote is guaranteed Negroes by this amendment."[3] In Magruder's, it is put this way: ". . . The [Fifteenth] Amendment was intended to guarantee suffrage to newly-freed Negro slaves . . ."[4] It would seem that the reader is either to believe that Negro women as well as men were granted the vote in 1870 (thus, fifty years before white women), OR, that Negro women are <u>not Negroes</u>, or <u>had never been slaves</u>. When the Fifteenth Amendment is described in this way, it encourages a serious misunderstanding of the facts -- or else it seems to deny black women their identity with their racial group; a very serious error, either way.

Returning to a discussion of the books' coverage of the Nineteenth Amendment, one may note that the brevity of the coverage is also reflected in what the texts elect to leave out. Although most of the books give names of people involved in the efforts to obtain the vote for Negroes, or in the battle to eliminate later barriers to voting, <u>none</u> of the books mention any of the great heroines of the battle for women's suffrage. Susan B. Anthony, Elizabeth Cady Stanton, Carrie Chapman Catt (to name only three) -- none of them are considered worthy of inclusion. Thus, the female readers of the books are denied knowledge of great women in the political history of their sex and their nation, and of a

glorious chapter in that history in which several generations of women fought valiantly for a right which their brothers were automatically accorded at twenty-one. Following are additional comments on the Nineteenth Amendment coverage in some of the textbooks studied.

Dimond, Pflieger devotes 37 lines of coverage to the 19th Amendment, more than any of the other books except Eagleton. However, a curious blindness with respect to the importance of the Amendment can be noted in a full-page schematic treatment of the rights of American citizens, given a prominent place in the first chapter of the book.[5] The top half of the page, illustrated with little drawings of what seem to be all males, lists and summarizes the Bill of Rights, under the heading "Some Fundamental Rights of the Bill of Rights." The lower part of the page is headed "And the Right to Freedom for All -- The "Second Bill of Rights." Three items are listed here: the 13th Amendment, prohibiting slavery, the 14th Amendment, guaranteeing equal protection of the laws, and the 15th Amendment, granting the right to vote to (male) Negroes. Thus, this page describes the right of black males to vote as essential to "the right to freedom for all" -- yet women's right to vote is apparently considered non-essential. It is hard to understand why the book's authors elected to include the 15th but exclude the 19th Amendment from this chart, except if one concludes that they are so male-oriented that they simply "forgot" the female half of the population.[6]

The Eagleton Institute's textbook exhibits a similar blindness about the 19th Amendment. Although it gives more lines (38) to the Amendment than the other seven books, its chapter on "The Rights and Liberties of Americans" includes the following passage:

> "In the very first Congress, ten amendments guaranteeing the liberties of the people against governmental interference were proposed. By 1791, all had been approved and had become part of the Constitution. These ten amendments comprised the Bill of Rights. Taken together they contain a charter of basic liberties, and with the

> Thirteenth, Fourteenth, and Fifteenth Amendments, the Bill of Rights defines and protects the political liberties, the civil rights, and the civil liberties of Americans."[7]

Can it be that the authors of this passage consider the basic right to vote of importance only if the citizen is male? That, somehow, females, by virtue of their sex, do not need that right in the same way? The reader of the above passage, if female, is exposed to the message that women don't count in the political process, that their rights are so unimportant they can be ignored.

Of the books studied, Hughes is the most shockingly delinquent in its coverage of the 19th Amendment and voting rights for women. Twenty of the 25 then-existing constitutional amendments are listed in Hughes' index, but not the 19th. A student looking for the topic would find no listing, either, for any of these subjects: civil rights for women, equality for women, voting rights for women, suffrage for women, women's suffrage, or anything at all under "female" or "woman." There is, in fact, no mention of the words woman, women, or female anywhere in <u>any</u> index listing. (The only woman with an index listing in Hughes is Ethel Rosenberg, who was convicted as a spy.) Since indexes are sometimes incomplete, the entire text of the book was scanned to find mention of the 19th Amendment: it is <u>never mentioned</u> in the text at all, and only appears in the Appendix which gives the entire text of the Constitution and its amendments.[8] In the 282-page book, women's right to vote is mentioned only once, as part of a single sentence, in a passage on the governments of early Greece and Rome:

> ". . . In fairness to the Greeks and Romans, of course, we should point out that slavery was only abolished a little more than a century ago in our own country, and women gained the right to vote only in this century."[9]

Resnick, Nerenberg's main treatment of the 19th Amendment is a mention <u>in parentheses</u>:

> "Now most states' voting requirements are very similar. Generally, they give the vote to all citizens, men and women, who have reached twenty-one years of age and have lived in the state a year and in the county or voting precinct for two or three months. (Women have had the right to vote since adoption of the Nineteenth Amendment in 1920; by then many states had already instituted woman suffrage.) Usually the states do not allow prisoners and the mentally ill to vote. In some states certain criminals, even though they have served their term, lose their voting rights forever."[10]

This would hardly seem adequate treatment for an amendment that finally, after nearly a century of struggle, granted women a basic right that adult males had had long before.

Schick, Pfister in 24 lines[11] convey some of the struggle women went through in order to obtain their voting rights. However, the index refers to "suffragettes" and the text does not note that this term was the derogatory label applied to the women who demanded their vote. The non-denigrating term was 'suffragist.'

Women as Voters

All of the books studied have photographs and drawings of citizens exercising their right to vote, registering to vote, or otherwise doing their duties as voters. The majority of such illustrations show both male and female voters; when they show only one sex (as in many cases in which only a single voter is shown in the picture), however, the voter's sex is more likely to be male than female. (Table 7.) When these textbooks describe or discuss the typical voter, or the duties of a voter, use of masculine terminology often conjures up the image of the voter as male.

For instance, Bard, Moreland, Cline has a schematic treatment of "The Responsibilities of a Good Citizen."[12] It shows a male citizen voting, reading a newspaper and watching television, informing others of the issues, running for

TABLE 7: ILLUSTRATIONS SHOWING VOTERS, BY SEX

	Number of illustrations that show . . .		
	Male voter(s) only	Voters of both sexes	Female voter(s) only
Bard, Moreland, Cline	6	8	0
Bruntz, Bremer	3	9	1
Dimond, Pflieger	2	3	1
Eagleton Institute	0	1	2
A.J. Hughes	1	1	2
Magruder's	7	7	0
Resnick, Nerenberg	1	4	1
Schick, Pfister	0	2	1
TOTAL	20	35	8

public office, and putting up posters urging others to vote. There are women in the chart, but they are shown as secondary to the prototype male voter, and the women are in less active roles. (Fig.5)

Bruntz, Bremer discusses the right to vote in these terms:

> "[The right to vote] is not a natural right of man but is granted to citizens by the states. Once a citizen has been given the right to vote, he can, of course, use it as he sees fit -- intelligently, foolishly, or not at all. However, a good citizen is proud of his right to vote. He studies the issues, finds out all he can about the candidates, and votes on the basis of what he has learned. He realizes that his ancestors fought long and hard to win the suffrage."[13]

The above is a good example of how the use of the male norm excludes women. Because of the male terminology, the mental image that comes to mind in the last sentence is that of male citizens, 'forefathers,' fighting for democracy. Yet our foremothers fought hard, also, for the right of female citizens to vote.

The practice of describing the prototype voter as male has another effect: women voters tend to be discussed as a special group, that differs from the male norm in certain ways (although, in fact, it is well known that women voters rarely vote as a bloc). For instance, here is a passage from Resnick, Nerenberg on campaign strategy:

> "All political strategists make special efforts to appeal to the interests of the local electorate, to tell the farmer, or the labor union member, or the small businessman what he wants to hear. They are conscious of the feminine vote, the Catholic or Jewish vote, the Polish or Italian, or any other religious or nationality vote. . ."[14]

The sentence implies that "feminine" is a religion or a nationality -- or anyway, a variation from the norm. Actually, of course, the word is used innappropriately here:

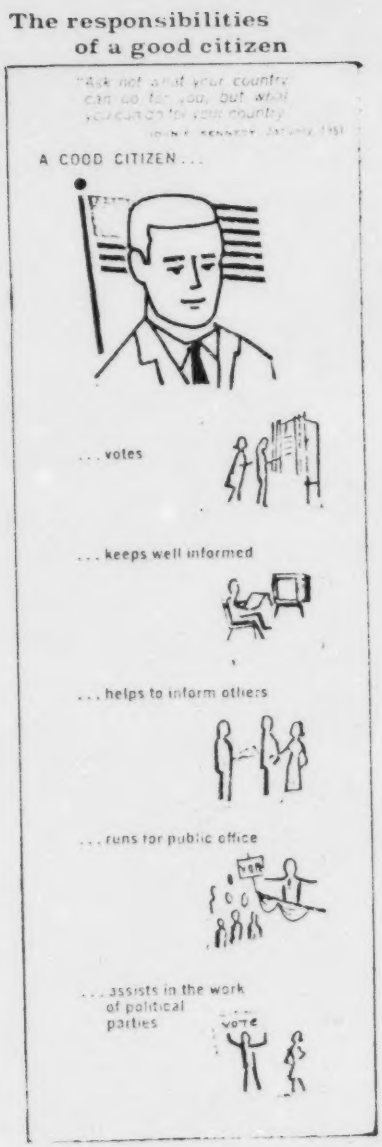
The responsibilities of a good citizen
"Ask not what your country can do for you, but what you can do for your country"
A GOOD CITIZEN...
...votes
...keeps well informed
...helps to inform others
...runs for public office
...assists in the work of political parties
VOTE

Fig. 5: Page 14, Bard, Moreland, Cline, © 1966. Reproduced by permission, Holt, Rinehart & Winston, Inc.

not all female voters are "feminine," defined in the dictionary as "having qualities regarded as characteristic of women and girls, as gentleness, weakness, delicacy, modesty, etc. . . ."[15]

Several of the books mention women as a group with a lower voting record than men.[16] Dimond, Pflieger, for instance, makes a clear dichotemy between people who are more likely to vote and those who are less likely to vote. On the 'plus' side are those with good schooling, particularly a college education; people with high incomes; residents of northern states; church members; city residents; people active in politics; those with a "high sense of civic duty," and men. On the 'minus' side, these groups are cited: those with less education, low incomes, southerners, nonchurch members, farm dwellers, people who are inactive in politics, those with a "low sense of citizenship obligations," -- and women.[17] A high school girl reading that passage, which offers no explanation as to <u>why</u> the various groups are more or less likely to vote, may receive the message that because of her sex, she is <u>expected</u> to be less politically active, less aware and educated about politics, than her brothers. One might argue, with some justification, that the passage is equally denigrating to those with low educations or low incomes, nonchurch members, farm dwellers, and southerners. There is an important difference, however; an individual has it in her or his power to seek more education and income, to attend church if he or she wishes, to move to the city or to the north. But one's sex is something one cannot change. One may wonder that the passage did not make reference to the lower voting records of blacks compared to whites, which would denigrate the blacks in a parallel way; textbooks published a few years earlier may have done just that.

Women in Political Parties

When the textbooks treat the subject of political parties, they usually acknowledge the participation of women as party workers by using phrases such as "men and women." It is usually noted that party committees often have equal male and female representation. When the texts discuss higher party positions, however, the terminology is usually, and without explanation, exclusively male. The impression a reader must receive is that political party leadership is exclusively a male prerogative, and that women's role is almost exclusively supportive only.

In Bard, Moreland, Cline there is a schematic representation of "The Organization of Political Parties." It shows five levels of party organization: the National Committee, with a drawing of three male figures; State Committees, showing five male figures; County Committees, with seven male figures; and, finally, Precinct Committees, where one finally finds a single female figure among about sixteen men; even here, her inclusion is ambiguous, since she is shown handing a paper to a man -- perhaps she is only a clerk.[18] (Fig.6)

Eagleton's discussion of political parties includes the following statements:

> ". . . the county chairman may, in fact, be the real county leader, and in addition, be the most important man in the state party organization, although holding no state organization title. . .
>
> "The national party organizations: presidential wing. . . These national committees, composed of at least one man and one woman from every state and most territories, have a variety of functions. . .
>
> "In essence, the function of the national chairman is to ensure a victory at the next presidential election. To

Fig. 6: Page 38, Bard, Moreland, Cline, c 1966. Reproduced by permission, Holt, Rinehart & Winston, Inc.

this end, he tries to do many things. He issues public statements. . . He screens applications. . . He attempts to iron out local intra-party disputes. . . He attempts to improve the organization of state and local party leaders. Endlessly, he tries to promote devices and campaigns for money-raising."[19]

Later in the same book, in the section on political conventions:

"For the fact is that conventions do a remarkably good job and perform a remarkably useful public service. In spite of their noise and confusion and exaggeration, they somehow succeed in selecting able men for high public office."[20]

From Magruders's:

"The national committee consists of one man and one woman from each of the States and several of the territories. . .

"The national committeemen and committeewomen themselves are usually powerful political figures within their own States. . .

"The National Chairman. The head of the national committee is the national chairman. In formal terms, he is appointed by the national committee. In actual practice, however, he is selected by the party's presidential nominee."[21]

In Schick, Pfister:

"The chairman of the county committee is a man of considerable political influence due to his membership in the party's state committee. He may also be a delegate to his party's national convention."[22]

Resnick and Nerenberg admit the possibility that candidates can be female as well as male, but only parenthetically:

"Their [the political parties'] chief function, on whichever level they operate, is to elect their man (or woman)

to office."[23]

Later in the text, however, the authors are more encouraging:

> "His [the President's] appointments must reward party service, but at the same time he must get the best man or woman for the job."[24]

A high school girl with political interests will be left up in the air by the kind of coverage of political parties described above. She clearly sees that party leadership is male, but she is given neither an explanation for it nor any indication that the situation will change in the future. She is told nothing of the party rules and practices that have made it difficult, or in some states almost impossible, for women to attain party leadership,[25] nor of the efforts being made to challenge and change those rules and practices.[26]

Women in Elective Office

Some of the textbooks studied make an effort to include women who have attained elective office, and even discuss the subject explicitly.

Bard, Moreland, & Cline has photographs of Nellie Ross, the first woman governor[27] (although for some reason they do not give her a listing in the index), and of Senator Margaret Chase Smith holding a rose.[28] A passage in the text reads:

> "Women's role in society and family has changed Increasingly through the years American women have gained the same rights enjoyed by men. . . women have been elected to many important offices. They became mayors, state legislators, judges and members of the United States Congress. Other women received appointments to local, state, and federal offices. The first woman to serve on the President's cabinet was appointed in 1933."[29]

It is interesting, however, to note that all of the above appeared in the chapter entitled "The Family is the Basis of

American Society."

Dimond, Pflieger mentions (without comment) that "a recent Congress" included 12 women, 11 in the House and 1 (Margaret Chase Smith) in the Senate.[30] Also included is a photograph of five congresswomen, in the Congressional Ladies' Reading Room.[31]

Hughes, in its discussion of state and local government, says, "When the campaigning is over, the task of selecting the man or woman best suited for elective office rests with the voter."[32]

Magruder's has a photograph of Congresswoman Patsy Mink, who is standing in a snow scene and smiling up at Vice President Humphrey, who is holding a snowball. The caption reads:

> "Women as well as men serve in our Congress. Representative Patsy Mink of Hawaii, the first woman of Japanese descent to serve in the Congress, is shown here with former Vice President Humphrey."[33]

Also in Magruder's is this sentence about Senator Maurine Neuberger:

> "Mrs. Maurine Neuberger of Oregon became the Senate's first woman filibusterer when she spoke for four and a half hours against the Communications Satellite Bill in 1962."[34]

Obviously, Congresswoman Neuberger's marital status is hardly relevant in this case.

About cabinet officers, Magruder's says:

> "The steady growth in the place and power of both women and Negroes in politics now affects Cabinet selections, and the appointment of women and Negroes can be expected to become increasingly important in the years to come."[35]

A footnote on the same page mentions women cabinet members Oveta Culp Hobby and Frances Perkins.

The two women authors of Resnick, Nerenberg make an effort to include women as elected officials or potential elected officials. For instance, in a section on the Congress, they say,

> "And the men and women whom we elect to conduct these deliberations and make these decisions for us run again and again for reelection in spite of their heavy work loads and many frustrating experiences."[36]

However, their mentions seem to acknowledge the rarity of women in the elective offices, without ever discussing the reasons for their rarity, or the reasons why the situation can be expected to change. For instance:

> "It is not surprising that the man (or occasionally, the woman) who serves on the city council or the county board of supervisors should receive an irate phone call when a barking dog keeps a constituent awake half the night."[37]

> "A city council is apt to include a real estate man, a small business man, perhaps a college professor, and a labor union official. Occasionally there will be a woman, perhaps a member of the League of Women Voters or a homeowners' association; maybe an insurance man, even a doctor, often a lawyer or two."[38]

> "Many men (perhaps now women too) who hold local, state, or national elective office have a hidden, half-conscious hope that some day they will be able to run for President. But the number of people actually 'available' for the world's top job is severely limited. Until recent years, only white Protestants could hope to be selected. Then John F. Kennedy showed that it was possible for a Roman Catholic not only to be nominated but elected. Some day, perhaps, a Negro, a Jew, a Mormon, even a woman, may have some prospect of being the party nominee."[39]

In this last quotation, the female high school student seems to be being told that while there is some future prospect of a woman becoming President, she will have to wait first until men of all the minority races and religions have had their

chance. The above examples also include a few of the instances in which the authors seem to include women merely as an afterthought simply by their use of parentheses.[40]

With regard to state governors, Resnick & Nerenberg say, "Usually governors are men, but occasionally women have held gubernatorial offices."[41] Their choice of a woman governor to mention is a little pathetic:

> ". . . in 1966, Governor George C. Wallace of Alabama, barred from succeeding himself on completing his four-year term, persuaded the people to elect his wife to the governorship. He did most of the campaigning and made it clear that he would be governor in fact, if not in name."[42]

With a few exceptions such as those discussed above, the textbooks studied discuss high elected offices exclusively in male terms, and use male examples. The examples are too numerous to quote; however, here are samples from just <u>one</u> of the eight books, Bruntz & Bremer:

A chart on "Some Resources for Studying American Government" shows an all-male city council and mayor.[43] A chart on "Constitutional Amendments" shows little drawings of 42 legislators and convention delegates, all male.[44]

This passage seems to suggest that men and women <u>enter</u> politics, but only men achieve elective office:

> "Men and women who enter politics in America have a great deal of courage. . .
>
> "We get good men into office by asking good men to seek office and by encouraging them in their efforts to serve their country."[45]

An illustration of two different kinds of election ballots shows 63 male and only one female candidate.[46] A full page of photographs depicts a day in the life of a busy male congressman, including a scene of an all-male subcommittee meeting.[47] A full page schematic diagram shows 16 steps through which a bill goes in becoming a federal law:

60 clearly male figures are shown, no female.[48] A photograph shows ten Members of Congress at the President's signing of a bill: all are male.[49]

A unit entitled "Our National Executive Department" starts out:

> "This unit is about the President, and the huge executive department which he heads. It shows the tremendous range of the President's powers and responsibilities and dramatizes the importance of electing the best men available to serve as President and Vice-President."[50]

The first chapter in the unit, entitled "The President and His Powers," begins:

> "The American President holds probably the most important position in the world today. And because the Presidency is really many jobs, the man who holds it must be many men."[51]

On the next page, this paragraph appears:

> ". . . Neither the Democrats nor Republicans have shown any inclination to nominate a woman, or a non-Caucasian, or a person of the Jewish faith. Some day these barriers may fall -- just as the reluctance to nominate a Catholic seems to have disappeared."[52]

The authors fail to point out that one reason that only white males have ever been presidential candidates of the two major parties is that the nominating conventions have, until 1972, been overwhelmingly white male, and not at all representative of party membership as a whole. One may remark that the authors very offhandedly dismiss as premature the possible presidential aspirations of considerably more than half the total population: men of minority races and religions, plus <u>all</u> the women. A chart on the next page repeats the message; it describes the "ideal" presidential candidate in these terms:

> "He meets the Constitutional requirements. . . is an energetic member of the male sex. . . has record of public service, especially as governor, senator or cabinet member. . . comes from a big pivotal state. . . is a dynamic speaker and has a likable personality. . . is a model husband and father. . . appeals to a variety of social and economic groups. . ."[53]

The "social and economic groups" are illustrated by four sketches including three male farmers, three male white collar workers, three male blue collar workers, and three women not distinguished in any particular fashion. The above chart concludes with the following additional qualifications for an "ideal" presidential candidate: "Church-goer, Knowledge or experience in foreign affairs, War veteran, Loyal party member, Shows up well in the public opinion polls."

Resnick, Nerenberg in a section entitled "Characteristics of a Strong President" reiterate an "ideal" presidential trait mentioned above. They quote a political scientist who says,

> "The most we can hope for is a man who blends self-confidence and self-restraint. . . In the end, perhaps, it is essential (if far from enough) for him simply to look the part."[54]

This is clearcut sabotage of a girl's political ambitions.

Women and the Courts

All eight of the textbooks studied include extensive coverage of our court system. This aspect of our society is male dominated, and the textbooks illustrate the domination. When they discuss our court system, they refer to judges, justices, magistrates, attorneys in almost exclusively male terms. Almost all the books have illustrations showing judges (or justices or magistrates) and attorneys, but with two exceptions (Dimond, Pflieger has a photograph of a woman police magistrate, and Resnick, Nerenberg shows what might be

be a woman attorney),[55] they pass up the opportunity to show women in those positions. (Table 8).

With regard to juries, the books are less exclusionary of women. The majority of the illustrations showing juries show them as including women as well as men. A number of all-male juries are pictured, however, without any comment as to why women are not included. None of the books include any illustrations of all-female juries. (Table 9).

Women have not, in the past, participated in our court system on anywhere near an equal footing with men. It is important for today's high school girls to realize that this does not mean that they (tomorrow's adult women) should not or will not participate more fully than women have in the past. None of the textbooks studied communicate this idea in more than a marginal way.

Bard, Moreland, & Cline mentions that women have been excluded from juries in the past[56] -- an important fact in the development of an understanding of past exclusion of women from the court system. None of the other books mention it. Dimond, Pflieger, besides showing a photograph of a woman police magistrate[57], mentions women judges in the text -- however, the authors only emphasize the specialized role of female judges in domestic relations courts.[58]

Discussion of the Supreme Court, in the eight books studied, never includes the fact that there have been no female Supreme Court Justices, nor that there can be or should be women Supreme Court Justices in the future.

An important factor in the lack of women's participation in the court system has been discrimination against them in law school admissions. None of the books mentions this fact, nor do they note the changes that are taking place in this regard (nearly half of the first-year students entering Rutgers Law School in the fall of 1972 were women.)

Following are two additional examples of ways in which the textbooks exclude women in their coverage of the court system:

TABLE 8: MEN AND WOMEN IN ILLUSTRATIONS SHOWING JUDGES AND ATTORNEYS

	Number of illustrations showing:					
	Judges, magistrates, or justices			Attorneys		
	Male only	Both sexes	Female only	Male only	Both sexes	Female only
Bard, Moreland, Cline	5	-	-	1	-	-
Bruntz, Bremer	10	-	-	3	-	-
Dimond, Pflieger	8	-	1	4	-	-
Eagleton Institute	3	-	-	-	-	-
A.J. Hughes	-	-	-	1	-	-
Magruder's	3	-	-	1	-	-
Resnick, Nerenberg	9	-	-	1	-	1
Schick, Pfister	3	-	-	1	-	-
TOTALS	41	0	1	12	0	1

TABLE 9: MEN AND WOMEN IN ILLUSTRATIONS SHOWING JURIES

	Juries made up of:		
	Males only	Both sexes	Females only
Bruntz, Bremer	1	4	-
Dimond, Pflieger	2	1	-
Eagleton Institute	-	1	-
Magruder's	1	1	-
Resnick, Nerenberg	-	1	-
Schick, Pfister	1	-	-
TOTALS	5	8	0

Note: Bard, Moreland, & Cline, and Hughes, do not contain any illustrations of juries.

Schick, Pfister has a schematic chart that shows seven steps in a trial in a federal district court. Each of the seven steps is illustrated by drawings of from two to twelve people -- all men.[59] (Fig.7).

One of Resnick & Nerenberg's "Play a Part in Democracy" case studies is about Louis Lusky, a clerk to a Supreme Court Justice. The study quotes fairly extensively from "The Bright Young Men Behind the Bench," while it discusses the eighteen 'boys' to whom the Justices refer their opinions 'for criticism.' The reader is told that many of these young men later become "important government officials."[60]

A female student might also get the impression that women are rarely defendents. For example, in a section entitled "The Supreme Court Interprets the Law," Resnick & Nerenberg cites five sample cases.[61] Four of these are about either young or adult male defendents, and the fifth is about the 'owners' of a big steel company. Since these cases are not landmark decisions, but are chosen rather for their variety as illustrations, there is no reason why female defendents should be left out of the cases.

One of the few cases where students do see a woman (other than a juror) in the presence of a judge is in Resnick & Nerenberg, where the caption reads, "Receiving a last minute checkup from his wife, Thurgood Marshall is sworn is as the first Negro Justice of the Supreme Court."[62] It should surely be possible to include women in court scenes in roles other than "wife." It might also be added that the only jury including a female in Dimond, Pflieger shows a woman juror in a particularly sexist cartoon scene. (Fig.8)

A Trial in a Federal District Court

1

The jury is selected.

2

Opening statements are made by the attorneys for both parties.

3

Evidence is presented by witnesses who are cross-examined.

4

The attorneys make summing-up speeches.

5

The judge instructs the jury on points of law, the issues they must decide.

6

The jury deliberates.

7

The verdict is announced.

Fig. 7; Page 273 in Schick, Pfister. By permission, Houghton Mifflin Company.

This Funny World®

Fig. 8: Page 379 in Dimond & Pflieger. Reprinted through the courtesy of The McNaught Syndicate, Inc.

Women and Employment

One of the major economic trends during the last several decades is the increasing numbers of women, including married women and mothers, in paid employment outside the home. Nearly half of all women in the working age range of 18 to 64 are in paid employment today, and this proportion is expected to continue increasing for some time to come.[63] A major legislative trend, over the last decade, has been a series of legal advances in the elimination of sex discrimination, particularly in employment. The legislation, although establishing the important principle of equal opportunity for women, has not yet been consistently and completely enforced, and working women still suffer severe employment discrimination.[64] This subject, of obvious importance to female readers, clearly warrants coverage in textbooks on American government, all of which currently give considerable coverage to efforts and progress toward equal employment opportunity for blacks.

With the notable exception of Bard, Moreland, & Cline, and of Resnick, Nerenberg on some points, the textbooks studied hardly mention the subject. Few working women are shown in pictures, except in traditional "female" jobs such as nursing, teaching, clerical and secretarial positions, all lower paying than the "male" jobs requiring equivalent education. The contribution of working wives and mothers to family income is ignored; inequities in taxation and social security are not mentioned. The struggle of women to join or organize labor unions receives almost no coverage.

The general impression received when reading these textbooks is that women are generally housewives, that careers (other than fulltime wife and mother) are not desirable or needed; but that if a woman <u>does</u> work, she receives opportunity and rewards equal to her male counterpart. The communication of these misconceptions to today's teenagers, male as well as

female, does them a major disservice.

Following are discussions of the coverage of working women and sex discrimination in employment, and legislation concerning it, in each of the textbooks studied:

Bard, Moreland, & Cline's section on working women covers their growth in numbers, the fact that many mothers work because they are the sole support for their children or because their husbands' incomes are low, and sex discrimination in employment. Two good charts are included.[65] It is interesting that this text, the only one of the eight that has an enlightened treatment of working women, is the oldest of the texts studied: it was published in 1966. In a section which begins, "Women are still at a disadvantage in some fields," the following passage is included:

> "In federal civilian employment as recently as 1962, fewer than two per cent of the higher level jobs were held by women. In addition a survey made in 1963 by the Women's Bureau of the federal Department of Labor indicated that one-third of the employers questioned admitted a double standard pay scale for male and female office workers. In other words, men and women working at the same job received different wages. Earnings of full-time women workers averaged only about 60 per cent of the average for men.[66]

The authors were evidently influenced by the attention given to the subject by President Kennedy's Commission on the Status of Women.[67]

Bruntz, Bremer provide several examples of ways in which the texts overlook women workers, thus reinforcing the idea that women stay home rather than have jobs.

In a chapter on taxation, the text includes this sentence: "A poor man with a low income is taxed at a low rate because most of his income is needed for the necessities of life."[68] Yet the majority of adult poor are women, not men. Another passage in the same chapter reads:

> "Every income earner is allowed an exemption of $600 for himself and similar exemptions for other family members who are his dependents. For example, the head of a family would ordinarily claim $600 exemptions for himself, his wife, and any children under 18 years of age."[69]

Here again, the taxpayer is assumed to be male, and the woman assumed to be his dependent -- thus ignoring the nearly half of all working-age women who earn their own wages or salaries.

A schematic chart entitled "Safeguards Against A Serious Depression" shows three working people: a male farmer, receiving farm income supports from Uncle Sam; a male unemployed worker, receiving unemployment insurance from a male clerk; and an elderly man receiving an old-age insurance check from a mailman.[70] This is in spite of the fact that there are usually more unemployed women workers than unemployed men workers, and always more elderly women than elderly men -- and more female than male government clerks!

Another chart, on "How the Social Security Law Works,"[71] includes depictions of about eight workers or former workers -- all male. Women are also depicted, but only as workers' wives, or "survivors." The working woman is invisible.

About the only specific mention of working women's problems in this text, in fact, is in this one sentence about the Women's Bureau of the U.S. Department of Labor:

> "The Women's Bureau investigates and publishes reports on matters pertaining to the welfare of working women."[72]

Dimond, Pflieger gives the following coverage to the subject of working women:

> "Women today are employed in far greater numbers than ever before in our history. The slogan of the woman worker is 'Equal pay for equal work.' By civil rights laws this is the policy of government and business, for a woman cannot be discriminated against on the basis of her sex.

> "Most states have passed laws dealing with the woman worker. . ."[73]

This passage suggests that the problem of sex discrimination in employment has pretty much been solved. However, in their final chapter on "Unfinished Business," the authors acknowledge that "This new feminist movement points out that too often women receive lower pay for doing the same work that is done by men."[74]

Eagleton has a 24-page chapter on "Achieving Equality," in which employment equality for women is mentioned in only one sentence, which indicates that employment equality for women has already been achieved:

> "For many years, the vital issues of equality had to do with immigrant or religious minorities, and then with equality between the sexes in voting and employment. Today, equality issues involve Negroes, poor people, and urban residents."[75]

Nowhere else in the book is sex discrimination in employment mentioned, so the reader (female or male) is left with the very serious misconception that sex discrimination in employment no longer exists.

Eagleton also has a section nearly two pages long on federal income tax rates.[76] Throughout, the assumption is that the man is the taxpayer, his wife a dependent. The assumption is also that the reader is male, since the passage refers to "you" and "your" exemptions, which may include "wife and children." A number of examples are given, to show how people in different situations pay different rates and amounts. Every example given describes a man, usually a married man. One would think, from reading this section, that no wives or single women work!

Eagleton's overlooking of the millions of women who work is also evidenced in this passage on the hierarchical structure of large organizations:

> "As labor became more and more specialized (subdivided),

> more and more organizational superstructure was required to ensure that the parts fit together. It is simply not enough to subdivide the work on the assembly line so that there is a man for each operation to be performed on the line. . . there is layer upon layer of administrators, each assuming some authority over a number of people below him and being subject to the authority of someone above him. In any big organization we have many levels of administrators and supervisors, each one having defined and specific authority over a given set of men below him. . .
>
> ". . . As you come down the pyramid, each man gives orders to those below him who are his subordinates. The president to the vice-presidents, the vice-presidents to the section chiefs, the section chiefs to the supervisors, the supervisors to the foremen, the foremen to the men."[77]

The photograph accompanying the above passage shows two male assembly line workers. The working woman is ignored throughout the entire discussion, even though most large corporations have large numbers of women workers -- in the factory as well as in the offices.

Another passage assumes that only men are business owners or managers:

> "A man in business for himself is personally liable for all the debts of the business. . .
>
> ". . . if a man dies, his relatives have the problem of what to do with the business. . .
>
> "Modern businesses are more likely to be run by a group of men who can be described as professional managers. . ."[78]

Hughes is a much shorter book than the others studied, and sticks closer to the subject of government per se; it has less coverage of social and economic issues than the other books. The subject of working women and legislation concerned with the elimination of sex discrimination in

employment is almost totally ignored. Note, for example, this passage, in a chapter on "Ideas About American Government:"

> "Another principle is that of equality under the law. . . Under this principle, discrimination against persons because of color, race, or religion in education, employment, and the use of public facilities is forbidden."[79]

The only mention of sex discrimination in employment is this passage about the Civil Rights Act, which appears in a chapter on racial discrimination:

> "The Civil Rights Act of 1964: . . . Forbade the hiring or the firing of persons on grounds of race, religion, sex, or color. . . Exempted from this were. . . businesses in which it was obviously necessary to have, for example, a woman or a member of a religious group on the job."[80]

There is no explanation of what "obviously necessary" includes or excludes.

Magruder's makes brief mention of legislation outlawing sex discrimination in employment, describing the Equal Pay Act of 1963[81] and the Civil Rights Act of 1964.[82] There is also a paragraph on the Women's Bureau,[83] which points out that a third of the nation's labor force consists of women, but does not mention employment discrimination.

Other than the above, Magruder's pretty much ignores the subject of working women. On the same page as the paragraph on the Women's Bureau, for instance, there is a chart on "The Growth of the Labor Force," showing growth since 1920.[84] There is no mention of the fact that the growth in the female labor force has been far more rapid than the growth in the male labor force. In fact, the chart is superimposed over a photograph of what appear to be all-male workers, so that the reader may not think of working women at all in the context of this chart.

Resnick & Nerenberg, perhaps because both authors are working

women themselves, conscientiously include references to working women and sex discrimination in employment, whenever they discuss the relevant legislation. For instance:

> "Many people even now think women are inferior to men, not as strong, not as intelligent, not worth the same salaries, or not competent to hold the same kinds of jobs."[85]

The above quotation appears in a section that expresses disapproval of prejudice. Further on in the text, the following quotation appears:

> "Later, Congress added an important new provision to the Fair Labor Standards Act. Since 1963, employers have been required to give equal pay to men and women who do equal work, thus discouraging the widespread practice of discriminating against women."[86]

However, although Resnick and Nerenberg thus acknowledge, throughout their book, the existence of working women and of discrimination against them, and of legislation relating to the discrimination, there is no section that gives the basic facts about working women, and treats the subject as one that warrants specific discussion.

Schick, Pfister mentions working women and the problem of sex discrimination in employment in a paragraph about the Civil Rights Act of 1964:

> "The Civil Rights Act of 1964 prohibits discrimination in private employment on the basis of race, color, religion, sex, or national origin. Thus, the act does more than protect racial minorities. It also outlaws discrimination against women at work. An employer may not refuse to hire a woman unless the job is one that requires genuine occupational qualifications, such as the ability to lift heavy weights. Under this Act and similar state laws, women have become racing jockeys, baseball umpires, car salesmen, and television directors."[87]

The misleading implication in this passage is that a job that

requires the lifting of heavy weights can be classified as 'men only.' Actually, of course, the Civil Rights Act of 1964 has invalidated many state laws prohibiting the employment of women for jobs that require weight-lifting.

Other than the above, the book has no discussion of the problems of working women and sex discrimination in employment.

The Women's Movement

One of the most important social movements during the past decade is the still on-going feminist movement -- the struggle to attain equal educational, economic, political, and social rights for women. The authors of the high school textbooks analyzed in this study are tardy in recognizing its existence and significance. All but one of the books is an edition published since 1968, by which time the current women's movement was well underway, but it receives adequate coverage in none of them. A student looking the index of seven of the eight books (the exception being Dimond, Pflieger), would find no listing for feminist or feminism, women's movement or Women's Liberation Movement, or any of the movement's organizations or leaders.

Bruntz & Bremer, Eagleton, Hughes, and Magruder's contain no mention of the women's movement or its issues. Nor does Resnick & Nerenberg, except that this book does mention sex discrimination in employment, and the legislation combatting it.[88]

Bard, Moreland, & Cline, as mentioned earlier,[89] has quite good coverage on working women and their struggle for equal opportunity. In the same section, the book also mentions other forms of discrimination against women that had been deplored by President Kennedy's Commission on the Status of Women. Beyond that, the book makes no mention of the feminist movement; however, the text was published in 1966,

before the movement's importance became evident to most people.

Dimond, Pflieger, published in 1971, has a chapter at the end of the book entitled "Unfinished Business," in which it discusses new issues emerging at the time the current edition was going to press. One of the subjects discussed is "The Emancipation of Women."[90] It mentions the Women's Liberation Movement/feminist movement, and describes it accurately as a movement organized on the premise that women have been treated as second-class citizens and must unite to achieve equal rights with men. Also mentioned are the employment discrimination implications of the Civil Rights Act of 1964, and Congresswoman Martha Griffiths' role in its passage. The passage of the Equal Rights Amendment in the House of Representatives is also mentioned, and some of the long history of the Amendment described. The fifty-eight lines on the women's movement in Dimond, Pflieger present the most comprehensive coverage of any of the texts.

Schick, Pfister is the most recent (1972) of the books studied. It does not mention the women's movement, which by then was in full swing. The only relevant material that it includes (other than the mention of sex discrimination in employment[91]), are 21 lines about the Equal Rights Amendment which begin with the heading, "Further efforts to establish equality for women."[92]

CHAPTER FIVE:

RECOMMENDATIONS: BUILDING WOMEN UP IN THE NEW TEXTBOOKS

The conclusion of this study is inescapable: high school textbooks on U.S. government urgently need revision or rewriting, to incorporate in their content and style appropriate attention to the past, present, and potential future role of women in the country's political and governmental institutions and their leadership.

Time has passed since the eight textbooks were selected for this study. Inevitably, new textbooks and revisions of textbooks have been published since those eight. In the case of one of the texts, Dimond & Pflieger, we initiated telephone conversations with the authors and publishers (Lippincott) that resulted in a number of desirable changes in the 1973 edition of Our American Government[1]. In general, however, the new books and revisions that we have seen are very little, if at all, better than the texts that we studied. The job remains to be done.

It is time to make vigorous efforts in behalf of what Kirsten Amundsen terms "The Silenced Majority." [2]

In preparing a non-sexist text, it is not enough just to add material on women and eliminate the most blatantly sexist passages and illustrations. Just about every chapter and every topic will require conscious attention to include women and subject matter of importance to women, to eliminate unfavorable and limiting sex and sex-role stereotypes, and to provide female students with favorable role models.

Following are some guidelines that emerge from this research.

Masculine Terminology

Masculine terminology, which has the effect of subtly excluding women, of treating them only as a subclass or variant from the male norm, should be avoided throughout. The only exception should be when referring to individuals or groups, in the past or present, who were or are exclusively male. When speaking of the future, and when the persons referred to may include women at some time, neuter terminology should be used.[3]

Words such as "man" and "mankind" can be replaced by "humanity" or "humankind;" "man" and "men" by "person," "people," or "women and men;" "Mr. Average Citizen" by "the average citizen." "Man" and "men" can also often be replaced by terms such as candidate, official, politician, leader, president. Male terms such as Congressman, Businessman, can be replaced by terms such as Member of Congress or Representative, business owner or executive, and so on.

The avoidance of masculine pronouns (he, him, his), when talking about a person who could be male or female, can sometimes be avoided by switching from the singular to the plural. Thus, "Citizens cast their votes for the candidates

they select," instead of "The citizen casts his vote for the man he selects."

When it seems essential to use the singular, there are other solutions. One suggestion that has already begun to be used is to replace "herself or himself" in a text with "h'self." In a like manner, our new idea is to print "wo/men," to be read as "women and men." Similarly, we suggest the use of "s/he," to be read "she or he."

Modes of Address for Women

Women should be identified by their own first names (e.g. Susan Brown), rather than by their husbands' first names (e.g. Mrs. Robert Brown). When a title is needed -- that is, in situations in which a man's name would customarily be preceded by "Mr." -- "Ms." should be used unless the woman in question has clearly expressed a preferance for Miss or Mrs. It should also become customary to identify women by their last names only (e.g., "Brown then announced her candidacy"), in the same contexts in which a man would be similarly identified.

A woman with a specific title, such as Senator, should be referred to using that title in the same way that a man would be. The practice of referring to Senator Margaret Chase Smith, say, as "Mrs. Smith," when a male Senator would not be referred to as "Mr.," should be avoided. It should be kept in mind that "Mrs." means "wife of" -- certainly an inappropriate mode of address for a woman who has achieved prominence on the strength of her own accomplishments, not those of her husband. She has earned her title of Senator (or Representative, or Governor, or Mayor, or Dr., or Prof., or whatever), and it should therefore be used in preference to Mrs. -- or Miss or Ms., for that matter.

Women in Illustrations

Drawings and photographs used in the textbook should include a substantial proportion of women, and in positions other than those that are inferior in status or importance to men. Women should be shown in a wide variety of occupational roles, including occupations other than the traditional female ones of nurse, teacher, secretary, etc.[4] Some men, as well as women, should be shown in nurturant situations with babies and children, and doing household tasks such as cooking and cleaning. Care should be taken to see that the women pictured are varied in physical characteristics, as men usually are, and that the women are not all young, shapely, and stereotypically pretty.

For many purposes, the subject matter can be served equally well by female as by male pictures. For instance, when a representation is needed of a typical or prototype voter or political candidate, the prototype pictured should sometimes be female. This is a particularly important point when considering illustrations that serve as introductions to chapters or sections in a book, thus cuing the reader as to its relevance to her or him. Sometimes, <u>two</u> figures -- one female and one male -- can be used to represent typical voters, say; but care should be taken that the male in the picture is not invariably the taller and/or more active or prominent.

In diagrams and charts that show human figures to represent people who could be of either sex, the figures should be clearly neuter, or else both male and female figures should be included in appropriate proportions.

"Humorous" cartoons used in a text, whether for comic relief or to make a specific point, should not overtly or covertly single out women for ridicule, or perpetuate unfavorable

stereotypes or myths concerning women's abilities, personalities, or interests.

Women in Case Histories and Examples

Case studies and examples used in high school textbooks should include a reasonable proportion of women as subjects. In many cases, it will be a simple matter of substituting female for male names and pronouns. In this way, female as well as male students can be encouraged to identify with the book's subject matter and relate it to themselves as individuals.

> Case histories and examples provide an excellent opportunity to introduce and describe women in problem-solving and achievement-oriented situations, rather than only in traditional female roles.[5]

Even in historical case studies, there are many situations in which the point of the study can equally well be made with a case centered around a woman or women rather than a man or men. For instance, a case study concerning the struggle for the right to vote could highlight Susan B. Anthony's trial for the "crime" of voting. Or, a case study of a political campaign could depict the campaign of a woman politician.

Quotations from Women

An effort should be made to include quotations from women, as well as men, in the textbook. This is important to counter, rather than reinforce, the idea that only men say or write things that are worth quoting.

The inclusion of more quotations from women, on many different subjects, is also a good way to weave mentions of women throughout the text. The women quoted should mainly be individuals who can serve as good role models for female readers.

Index Listings of Women

An effort needs to be made to increase substantially the number of women singled out for discussion in the texts -- particularly women who can provide female students with role models of female achievement in political and governmental leadership.

> It should be noted that the need cannot be met by mentioning a President's wife, for instance, unless she herself has played an independent leadership role and is mentioned for that reason, not because she happened to be married to a President.

A measure of the success of the effort will be obtainable by examining the proportion of women among the index mentions of individual people in the book, and noting what particular women are so mentioned and for what reason.

Women's Roles

In both texts and illustrations, women should be shown in a wide variety of occupations and roles, as having as wide a set of life options as men; some of the occupations in which they are depicted should be those that have hitherto been labelled "male."

While some of the women mentioned and described in the text can be fulltime homemakers, they should be presented in a non-derogatory, non-stereotyped way: thus, they should rarely appear to be merely passive dependents, defined by their husbands' identities, occupations, or achievements. The term "housewife" should probably be avoided, as it has acquired a belittling connotation, as in the phrase "just a housewife." (As Wilma Scott Heide, President of the National Organization for Women, has pointed out, not very many people marry houses.) The term "homemaker" can appropriately be substituted.

The text should not in any way imply acceptance or approval of a dehumanized, "sex object" image of women.

Since nearly half of all working age (18-64) women work outside the home today, a useful rule of thumb would be that when ordinary female citizens (not special groups like political figures) are depicted, no fewer than half of such should be women who work outside the home, and who are appropriately dressed for such roles.

Following are some specific recommendations with regard to topics of importance to women, that should be better and more fully covered in new or revised textbooks on government. The recommendations should not be regarded as exhaustive; they are examples only -- a place to start, so to speak.

Voters and Voting

High school textbooks on U.S. government should not invariably, or even usually, describe the typical or prototype voter as male. (Actually, there are now more female voters than male in the U.S., so that the truly "typical" voter is female.) It would be best, when speaking of the typical voter, to use neuter terminology or plurals to avoid the necessity of identifying gender or specifically including both females and males.

In discussing the phenomenon of non-voting, it should be made clear that past patterns do not necessarily determine or predict future patterns -- and that each citizen, regardless of group membership, has to make her or his own decision concerning whether, and how, to vote. If women are mentioned as having been less likely to vote than men in the past, explanations should be given, so that the reader (female or male) will not simply add the fact to her or his store of unfavorable stereotypes about women.

Suffrage

High school textbooks on U.S. government should give thorough coverage to the Nineteenth Amendment, and to the struggles by women to attain the vote -- coverage in keeping with the tremendous importance of the topic to the female half of the books' readers.

The heroines of the suffrage movement should be discussed. There have been relatively few women leaders in American political history, so that it is essential that those who were truly important, as the women's suffrage leaders certainly were, be given the attention they deserve. Susan B. Anthony, Elizabeth Cady Stanton, Carrie Chapman Catt, are appropriate examples.[6]

Black Civil and Voting Rights

Coverage of Negro suffrage and voting rights should make it clear that the Fifteenth Amendment granted the vote only to the male half of the black population.

In the discussion of the black civil rights struggle, black women should be given their appropriate share of attention, both from the point of view of their role in the struggle, and from the point of view of the effects of discrimination on black women as well as black men. Racial discrimination in employment, for instance, has weighed more heavily on black women than on black men; fulltime black female workers average far lower incomes than fulltime black male workers.[7]

Political Parties

In order not to discourage the political interests and ambitions of high school girls, textbooks on U.S. Government

should include an explicit discussion of why women have rarely attained party leadership in the past, and how and why this can change in the future.

Discriminatory state party rules and practices, such as requiring the chairman and vice chairman to be of opposite sex -- and defining the vice chairman's duties as including supervising "women's activities" -- should be included in the discussion.

Also included should be a discussion of the reforming of party rules and practices with regard to the selection of convention delegates to be more representative of women and minorities, as reflected in the 1972 (and later) presidential nominating conventions.

Elective Offices

Great efforts are warranted to include in the texts individual women who have held or now hold elective office. Wherever possible, their individual achievements should be noted -- not simply the fact that they are women.

The book should include a discussion of why there have been so few female officeholders in the past, and the reasons for believing that there will be or can be more in the future. Frances Farenthold's second-place showing in the vice-presidential balloting at the 1972 Democratic Convention, and Shirley Chisholm's serious nationwide '72 presidential candidacy, would be appropriate vehicles for such a discussion.

Employment

If a textbook on U.S. government includes a section or chapter on employment, as most do, it should include thorough coverage of women and employment. A special section is needed on this subject, because it is one about which there

are so many misconceptions. Included should be coverage of:

- the trend toward increasing paid employment of women, including married women and mothers, with almost all women working outside the home at least part of their lives
- the nature and extent of sex discrimination in employment and the related areas of social security, credit, and taxation
- the role of the feminist movement in combatting sex discrimination in employment
- legislation that bears on sex discrimination in employment, including the Executive Orders as well as the Civil Rights Act of 1964 and the Equal Pay Act of 1963 (and the broadening of its coverage in 1972), their effects so far, and problems with enforcement.
- the great numbers of previously all-male occupations that women have now entered.

Coverage of the whole field of employment and gainful occupations should reflect the fact that about 40% of the workforce is female; that most women work because of economic necessity, as men do; that it is as important for women to be able to earn a living as it is for men; that career aspirations are as valid for women as they are for men; that equal opportunity for women, of all races, is as essential as equal opportunity for minorities.

Law and the Courts

When our system of law and the courts is discussed, women's low level of participation should be noted and the reasons for it covered.

Current trends toward more women entering the law (with barriers in law schools and in the profession beginning to to come down) should also be mentioned, so that female

students will be encouraged to feel that the law is a feasible and attractive career option.

It should also be noted that the law is considered a good background for those who want eventually to enter politics.

Women's Current Struggle for Equality

In addition to including coverage on women and topics of importance to women throughout the book, a chapter or section is needed to provide a thorough, well-integrated discussion of women's current struggle for equality -- one of the most significant political developments of our time. Coverage should include:

- The historical reasons for our past and present pattern of male dominance in the leadership and governing of our society.
- The ways in which male dominance has been encouraged and perpetuated, in politics and government, in the economy and the world of employment; in the laws and their enforcement; in political parties, in education, in the legal and other professions. (If these topics are covered elsewhere in the book, they could be briefly summarized and inter-related, and the reader referred to the appropriate pages.)
- The reasons why the imperatives of the past are not the imperatives of the present and future: why women can and should take a much larger role in leadership in coming years.

The discussion of the feminist movement should cover:

- The nature and extent of the movement
- Major feminist orga[illegible] including the National Organization for Wo[illegible]d the National Women's Political Caucus

- Leaders and heroines of the movement, such as Martha Griffiths, Betty Friedan, Wilma Scott Heide, Shirley Chisholm, Gloria Steinem, Bella Abzug, Frances (Sissy) Farenthold
- The goals of the movement, and what has been accomplished to date.

The Need for Feminist Aid in Developing Non-sexist Textbooks

Before finalizing a new or revised textbook, it is strongly recommended that expert feminist consultation be sought. There are numerous, often subtle, ways in which sexism and sex stereotyping can crop up, and only those people who are especially sensitive to them can point them out. Specialized knowledge is required to be able to develop suggested remedies.

Because of strictures of time and space, the study reported here could not discuss every such possible manifestation of sexism, nor was it the aim of this study to provide a detailed analysis, with specific remedies suggested, for each book individually. For instance, teacher guides and questions at the ends of chapters were not studied; they would have to be examined with as much care as the text narrative itself.

It would be pleasant to imagine that authors and publishers of textbooks are becoming conscious of the issue of sexism and will, without specific feminist help, make the necessary changes by themselves; that new and revised textbooks that have appeared since those that we studied are inevitably far better in their treatment of the female half of the population. Unfortunately, this is not the case.

> When we wrote to the publishers of one of the eight textbooks that we had analyzed, asking for permission to reproduce eleven drawings, the company denied the request on the not unreasonable grounds that in the year and a half since our study had begun, the text had been discontinued and was no longer representative of the quality

> of their offerings. The company thoughtfully sent a copy of their new high school textbook on U.S. government. A quick check of just the index greatly diminished our hope that the new book would be far superior to its predecessor: 222 clearly male names are listed, and only nine female names; the index indicates that 34 of the men have quotations attributed to them, while not even one woman is listed as being quoted in the text.[8]

It is evident that a detailed feminist analysis of any new text, while it is still in draft form, will be essential to ensure that the attempts to provide a non-sexist textbook are in fact fully successful. The analysis should cover all aspects of the book: its language, its selection of illustrations and quotations, the image of women (and men) presented, its treatment of the past, present, and future status and roles of women, its treatment (or omission) of topics and people of importance to women, and its treatment of women's current struggle for equality. Specific remedies should be recommended for the correction of the book's shortcomings. It would also be entirely appropriate, when the book is in final form that incorporates most of the recommended changes, for the feminist expert or experts consulted to provide some form of endorsement that can be used in the promotion of the book.

Fortunately, there are professional feminist consultants now available to provide the above-described kinds of services with regard to textbooks[9] on all subjects and at all educational levels.

CHAPTER SIX:

RECOMMENDATIONS: WHAT TO DO TILL THE NON-SEXIST TEXTBOOKS COME

Inevitably, it will be many months before new or revised textbooks, completely non-sexist or even substantially less sexist than those now available, will come onto the market. In the meantime, high school teachers must teach using the textbooks now available.

It is still possible to teach a relatively non-sexist course, however. Here are some ideas to consider:

- "Level" with the students near the beginning of the course: point out to them that the textbook does not provide proper coverage of women or issues of importance to women, so that they will be wary of the fact as they read.
- Assign each student (male as well as female) a section or chapter in the book, to analyze from the point of view of how it excludes or stereotypes women. Have students edit, revise, or re-write sections or chapters. Make a class project out of sending the analyses to the authors and publisher of the book.
- Adjust the classroom presentations and discussion questions and topics to make up, as much as possible, for the inadequacies of the text.

- Assign supplementary readings in such books as Eleanor Flexner's Century of Struggle[1] and Kirsten Amundsen's The Silenced Majority[2], in feminist periodicals, in current magazines or newspapers. Chapter Five of You Won't Do can be used as a guide for the topics that should be covered. Other sources of supplementary readings can be found in the Annotated Source List at the end of this book.
- Assign term papers on subjects inadequately covered in the text, such as on individual important women, on the women's suffrage movement, on the current feminist movement.
- Assign You Won't Do as supplementary reading.
- Invite a local feminist group (perhaps the local chapter of the National Organization for Women, or the local Women's Political Caucus), or a woman politician or government official, to talk to the class and lead a discussion.

Also, of course, the teacher should take whatever actions are necessary and appropriate to exert pressure on the authors and publisher of a textbook to ensure that the next edition is substantially less sexist. Teachers, especially groups of teachers or better yet entire school systems, can have considerable leverage if they make it clear that they will no longer accept sexist textbooks. Dennis Chase, in an article in Nation's Schools, states, "Some NEA [National Education Association] officials even go so far as to advocate clauses in teachers' contracts to guarantee they won't have to use any curriculum materials which affront females."[3]

In "Sexism in Textbooks: An Annotated Source List of 150+ Studies and Remedies," which is appended to this book, we hope we have provided sufficient initial information to help anyone who believes s/he CAN DO something to improve the image and status of women and girls in our schools.

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F O O T N O T E S

Chapter One: Introduction

1 Ideally, the textbooks to be studied would have been selected on the basis of the actual numbers currently being used in U.S. high schools. Reliable figures, however, are not available; publishers prefer to keep them confidential.

2 For instance, see:

Grambs, Jean Dresden, "Sex-Stereotypes in Instructional Materials, Literature, and Language: A Survey of Research," Women Studies Abstracts, Fall 1972, p.1, 8 pp.

Howe, Florence, "Educating Women: No More Sugar and Spice," Saturday Review, Oct. 16, 1971, p.76, 8 pp.

Levy, Betty, "The School's Role in the Sex-Role Stereotyping of Girls: A Feminist Review of the Literature," Feminist Studies, Summer 1972, p.5, 19 pp.

Schlesinger, Arthur M., Sr., New Viewpoints in American History, Macmillan, New York, 1928, as quoted p. xii in Flexner, Eleanor, Century of Struggle, Atheneum, New York, 1971.

Trecker, Janice Law, "Women in U.S. History High School Textbooks," National Council for Social Studies, Mar. 1971, 9 pp.

Wood, Ann D., "How Liberation of Women Can Improve Higher Education," University: A Princeton Quarterly, p.6, 8 pp.

Whaley, Sara Stauffer, "American Women in National Political Life," Women Studies Abstracts, Spring 1972, p.1, 19 pp. (Note: This study is not directly related to textbooks; the comments on pp. 94-95 on the political socialization of girls in the classroom are, however, relevant.)

3 Iglitzin, Lynne B., "Political Education and Sexual Liberation," Politics and Society, Winter 1972.

4 Iglitzin, Lynne B., "Sex-typing and Politicization in Children's Attitudes: Reflections on Studies Done and Undone," (prepared at Univ. of Washington, Seattle) paper delivered at the Annual Meeting of the American Political Science Association, Washington, D.C., Sept. 1972, 40 pp., see p.18.

5 Commissioner's Task Force on the Impact of Office of Education Programs on Women, "A Look At Women in Education: Issues and Answers for HEW," U.S. Office of Education, Department of Health, Education and Welfare, Washington, D.C. 20202, Nov. 1972, 141 pp., see p.4.

6 Citizens Advisory Council on the Status of Women, "Need for Studies of Sex Discrimination in Public Schools," Dept. of Labor Bldg., Room 1336, Wash., D.C. 20210, Sept. 1972, 11 pp., see p. 1.

7 Pittenger, John C., Secretary of Education, School Administrators' Memorandum 544 on Sexism in Education, Sept. 5, 1972, 2 pp., see p.1. Note: The Pennsylvania Dept. of Education, Pennsylvanians for Women's Rights, and the Pennsylvania Human Relations Commission issued "Sexism in Education" by their Joint Task Force, c/o Governor's Office, P.O. Box 3145, Harrisburg, PA 17105, 1972, 69 pp., see pp.12-16 regarding textbooks.

Other state-level actions include:

California: passed legislation requiring that textbooks with sex-stereotyped images be phased out by 1975. Contact: California State Dept. of Education, 721 Capital Mall, Sacramento, CA.

Illinois, prohibiting sex discrimination in public schools, Ann.State.ch. 122, paragraphs 34-18 and 10-22.5 (Smith-Hurd Supp. 1971).

Massachusetts, prohibiting sex discrimination in public schools, Mass.Gen. Laws Ann. ch. 76, paragraph 5, (Supp. 1971). Note: Eastern Mass. NOW is currently drafting guidelines for publication Spring 1974 to ch. 622 of the Acts of 1971, which forbid sexism in public schools. Contact: Julia Wan, c/o NOW, 45 Newberry St., Boston, MA 02116.

Michigan Dept. of Education, "A Study of Elementary and Secondary Social Studies Textbooks: The Textbooks Report (Part I); The Textbooks Reviews (Part II)," Lansing 1973, 150+ pp. Reviews of the 25 textbooks focus mainly on racism; however, as a N.Y. Times 3/18/73 article indicates, several reviewers find, "Women are also barely mentioned." For example, see Part II pp.40,143-144, 147.

Minnesota, "Eliminating Sex Bias in Education: A Statement of Policy and Proposed Action," Minnesota Board of Education, Sept. 11, 1972, 8 pp., see p.6 regarding textbooks. Contact: Publications Section, State Dept. of Education, 715 Capital Sq., St. Paul, MN 55101.

New Jersey, "Resolution on Equal Rights for Women," New Jersey Board of Education, Sept. 12, 1973, 2 pp. Contact: Director Nida E. Thomas, Office of Equal Educational Opportunity, State Dept. of Education, 222 W. State St., Trenton, NJ 08625.

New York, prohibiting sex discrimination in public schools, ch. 275, sec. 3201-a of the Education Law, Sept. 1972. Note: Albany NOW helped the N.Y. Board of Regents write "Equal Opportunity for Women," Position Paper 14 of the Regents, May 1972. Contact: Director of Public Information, N.Y. Dept. of Education, Washington Ave., Albany, NY 12224 or Eileen Kelly, NOW, 98 South Pine Ave., Albany, NY 12208.

8 Title IX went into effect July 1, 1972; the implementation guidelines should soon be printed in the Federal Register. The 70 pages of guidelines will also be available from the Office for Civil Rights, Dept. of HEW, Wash., D.C. Note: For an overview of the federal legislation concerning sexism in education prior to and including Title IX, see Heath, Kathryn G., "Legislation and Its Implication for Eliminating Sex Bias," Office of Education, Dept. of HEW, Wash., D.C. 20202, Mar. 1973, 39 pp. This paper was presented at the Sex-Role Stereotyping workshop at the 28th Annual Conference of the Association for Supervision and Curriculum Development in Minneapolis, MN, Mar. 18-21, 1973.

9 Committee to Study Sex Discrimination in the Kalamazoo Public Schools, May 31, 1973 press release, 3 pp., see p.2. Contact: Allene Dietrich, Jo Jacobs, 2425 University, Kalamazoo, MI 49008.

10 July 13, 1973 press release announcing Women's Educational Equity Act hearings, issued by Augustus F. Hawkins, Chairman, Subcommittee on Equal Opportunities, 619 House Office Bldg. Annex, Wash., D.C. 20515. Note: Hearings took place on July 25-26 and Sept. 12-13, 1973; the transcripts should soon be available from all Congresspeople. H.R. 208 is available from Rep. Patsy Mink; see sections 2 and 4 concerning textbooks.

Chapter Two: Leaving Women Out

1 For names of women who have made significant contributions to the United States, refer to the 17 biographical and historical reference compendiums listed in the appended section, "Sexism in Textbooks: Remedies, Supplementary Social Studies Sources."
2 U'Ren, Marjorie B., "The Image of Women in Textbooks," Women in Sexist Society, V. Gornick and B. Moran, Eds., Basic Books, N.Y., 1971, p.224.
3 Bard, Moreland, Cline, page facing p.1.
4 Ibid., p.2.
5 Ibid., p.22.
6 Ibid., p.74.
7 Ibid., p.168.
8 Ibid., p.188
9 Ibid., p.252.
10 Bruntz, Bremer, p.58.
11 Ibid., p.112.
12 Ibid., p.130.
13 Ibid., p.246.
14 Ibid., p.265.
15 Ibid., p.383.
16 Resnick, Nerenberg, p.2.
17 Ibid., p.37.
18 Ibid., p.62.
19 Ibid., p.77.
20 Ibid., p.210.
21 Ibid., p.310.
22 Ibid., p.416.
23 Ibid., p.v.
24 Golding, William, Lord of the Flies, Putnam's & Coward-McCann.
25 Resnick, Nerenberg, p.3.
26 Ibid., p.13.
27 Ibid., p.138-139.
28 Ibid., p.298-299.
29 Bard, Moreland, Cline, p.141.
30 Ibid., p.169.
31 Bruntz, Bremer, p.92.
32 Dimond, Pflieger, p.138.
33 Bard, Moreland, Cline p.238.
34 Ibid., p.246.
35 Schick, Pfister, p.505.
36 Bard, Moreland, Cline, p.272.
37 Ibid., p.260.
38 Ibid., p.257.
39 Ibid., p.309.
40 Ibid., p.267.
41 Ibid., p.266.
42 Ibid., p.357.
43 Ibid., p.260.
44 Ibid., p.395.
45 Resnick, Nerenberg, p.455.
46 Bard, Moreland, Cline, p.204.
47 Dimond, Pflieger, p.279.
48 Bard, Moreland, Cline, p.298.
49 Eagleton Institute, p.502.
50 Resnick, Nerenberg, p.476-477.
51 Ibid., p.450.
52 Eagleton Institute, p.7. Reprinted from CONTEMPORARY ISSUES IN AMERICAN DEMOCRACY, Donald H. Riddle, Ed., (Chapter 1 by Donald H. Riddle), sponsored by Eagleton Institute©1969, 1964, with permission of Webster/McGraw-Hill.
53 Eagleton Institute, p.518.
54 Resnick, Nerenberg, p.316.
55 Ibid., p.7-8.
56 Ibid., p.140.

Chapter Three: Putting Women Down

1 Dimond, Pflieger, p.182.
2 Ibid., p.162.
3 Eagleton Institute, p.34.
4 Magruder's, p.186.
5 Resnick, Nerenberg, p.147.
6 Ibid., p.142.
7 Ibid., p.203.
8 Ibid., p.154-155.
9 Ibid., p.103.
10 Ibid., p.459-460.
11 Ibid., p.116-117.
12 Bruntz, Bremer, p.106.
13 Dimond, Pflieger, p.111.
14 Ibid., p.150.
15 Ibid., p.379.
16 Resnick, Nerenberg, p.536.

Chapter Four: Ignoring Subject Matter Important to Women

1 On p.708 Dimond, Pflieger refers to "Mrs. Martha Griffiths, the Congresswoman from Michigan." In similar sections, the authors refer to male officials simply as "Representative Emanuel Celler" (p.719) or "Senator Hugh Scott" (p.721). There is no reason why a woman official should be designated by her marital status when a male official is not!
2 On p.71 Dimond,Pflieger has an excellent list of 61 Black Americans (50 men & 11 women) whose "aspirations" helped their country. A similar page on women would be a worthy addition.
3 Dimond, Pflieger, p.743-744.
4 Magruder's, p.766.
5 Dimond, Pflieger, p.5.
6 In the latest edition of Dimond, Pflieger the 19th, 23rd, and 26th Amendments were added to this chart; it might be noted that we originally contacted the authors regarding this change.
7 Eagleton Institute, p.460.
8 Hughes does not omit all voting rights from discussion: over 160 lines are devoted to black voting rights and the 15th Amendment.
9 Hughes, p.9.
10 Resnick, Nerenberg, p.103.
11 Schick, Pfister, p.88.
12 Bard, Moreland, Cline, p.14.
13 Bruntz, Bremer, p.68.
14 Resnick, Nerenberg, p.132.
15 Webster's New World Dictionary
16 See, for example: Bruntz, Bremer, p.73-74; Magruder's, p.156; Resnick, Nerenberg, p.114.
17 Dimond, Pflieger, p.164-165.
18 Bard, Moreland, Cline, p.38.
19 Eagleton Institute, p.250. Reprinted from CONTEMPORARY ISSUES IN AMERICAN DEMOCRACY, Donald H. Riddle, Ed., (Chapter 16 by Stephen Kemp Bailey), sponsored by Eagleton Institute © 1969, 1964 with permission of Webster/McGraw-Hill.
20 Ibid., p.266.
21 Magruder's, p.135.
22 Schick, Pfister, p.76.
23 Resnick, Nerenberg, p.126.
24 Ibid., p.254.
25 See, for instance, Phyllis N. Segal's "Women and Political Parties: The Legal Dimension of Discrimination," Congressional Record -- Extensions of Remarks, April 6, 1971, E2773-E2776.
26 To be fair: the major thrust of the efforts to change rules and practices has occurred since the publication of most of the eight textbooks studied.
27 Bard, Moreland, Cline, p.373.
28 Ibid., p.373.
29 Ibid., p.373.
30 Dimond, Pflieger, p.181.
31 Ibid., p.203.
32 Hughes, p.209.
33 Magruder's, p.212.
34 Ibid., p.232.
35 Ibid., p.310.
36 Resnick, Nerenberg, p.207.
37 Ibid., p.222.
38 Ibid., p.225.

39 Ibid., p.239.
40 See, for example, Resnick, Nerenberg, pp.103, 126, 222, 239.
41 Resnick, Nerenberg, p.265.
42 Ibid., p.266.
43 Bruntz, Bremer, p.17.
44 Ibid., p.49.
45 Ibid., p.92.
46 Ibid., p.104.
47 Ibid., p.154.
48 Ibid., p.161.
49 Ibid., p.165.
50 Ibid., p.177.
51 Ibid., p.179.
52 Ibid., p.180.
53 Ibid., p.181.
54 Resnick, Nerenberg, p.260.
55 Dimond, Pflieger, p.454; Resnick, Nerenberg, p.342.
56 Bard, Moreland, Cline, p.374.
57 Dimond, Pflieger, p.454.
58 Ibid., p.372.
59 Schick, Pfister, p.273.
60 Resnick, Nerenberg, p.364-365.
61 Ibid., p.352-353.
62 Ibid., p.360.
63 Employment statistics from the U.S. Dept. of Labor.
64 See, for example, T. Levitin, R.P. Quinn, and G.L. Staines, "A Woman Is 58% of a Man," Psychology Today, Mar. 1973, p.89.
65 Bard, Moreland, Cline, p.375.
66 Ibid., p.374.
67 See American Women, the Report of the President's Commission on the Status of Women, U.S. Government Printing Office, 1963.
68 Bruntz, Bremer, p. 421.
69 Ibid., p.422.
70 Ibid., p.453.
71 Ibid., p.487.
72 Ibid., p.221-222.
73 Dimond, Pflieger, p.559.
74 Ibid., p.707.
75 Eagleton Institute, p.492.
76 Ibid., p.330-331.
77 Ibid., p.184-185. Reprinted from CONTEMPORARY ISSUES IN AMERICAN DEMOCRACY, Donald H. Riddle, Ed., (Chapter 12 by Donald H. Riddle), sponsored by Eagleton Institute © 1969, 1964, with permission of Webster/McGraw-Hill.
78 Eagleton Institute, p.309.
79 Hughes, p.40.
80 Ibid., p.167.
81 Magruder's, p.468-469.
82 Ibid., p.120-121.
83 Ibid., p.469-470.
84 Ibid., p.470.
85 Resnick, Nerenberg, p.93.
86 Ibid., p.429.
87 Schick, Pfister, p.57.
88 See footnotes 85 and 86.
89 See footnotes 65 and 67.
90 Dimond, Pflieger, p.707-708.
91 See footnote 87.
92 Schick, Pfister, p.57-58.

Chapter Five: Recommendations: Building Women Up In the New Textbooks

1 Dimond, Pflieger, new [illegible] edition.
2 Amundsen, Kirsten, The Silenced Majority: Women and American Democracy, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1971, 184 pp.
3 For a more detailed discussion of this topic, see Burr, Elizabeth, Susan Dunn, and Norma Farquhar, "Women and the Language of Inequality," Social Education, Dec. 1972, p.841., 8 pp.
4 For photographs of women in non-traditional occupations, contact: Feminist Resources for Equal Education, PO Box 3185, Saxonville Station, Framingham MA 01701. Also, refer to: Revolt of American Women: A Picture History in Photographs, Harcourt-Brace, 1971.
5 See footnote #1, Chapter Two.
6 Refer to "Supplementary Social Studies Sources" in appended list.
7 Bureau of the Census, 1973.
8 Mehlinger, Howard D., John J. Patrick, American Political Behaviour, Ginn, Lexington, 1972, 565pp.

9 The Association of Feminist Consultants, 4 Canoe Brook Drive, Princeton Junction, NJ 08550, publishes a Directory of Members (50¢ postage and handling), with information on over 50 members, located all over the country, who offer professional feminist consulting services. All members meet Association standards by demonstrating activist involvement in the feminist movement, and expertise in their particular consulting specialties. (Jennifer Macleod and Sandra Silverman, authors of this book, are officers of the Association.)

Chapter Six: Recommendations: What to Do Till the Non-Sexist Textbooks Come

1 Flexner, Eleanor, Century of Struggle, Atheneum, New York, 1971, 384 pp.

2 Amundsen, Kirsten, The Silenced Majority, Prentice Hall, Englewood Cliffs, New Jersey, 1971, 184 pp.

3 Chase, Dennis, "Sexism in Textbooks?", Nation's Schools, Vol. 90, No. 6, December 1972, 5 pp. See page 31.

SEXISM IN TEXTBOOKS: AN ANNOTATED SOURCE LIST OF 150+ STUDIES AND REMEDIES

Introduction:

In her July 1973 Congressional testimony* in support of Rep. Patsy Mink's $80 million proposed Women's Educational Equity Act, Dr. Ellen Morgan, Coordinator of the NOW Task Force on Higher Education, stated:

> One of our. . .dreams is the establishment of an institute for study relating to women's problems and perspectives. . . .it could be a clearinghouse for information on the innumerable projects concerning women now being done. While Pascal may have found the pleasure in the chase rather than in the capture, anyone who has ever tried to track down bibliography and other resources in this area knows more than she or he wishes to know about the delights of making endless phone calls and writing unwieldy numbers of postcards and letters. . . .There is something admittedly agreeable about having to know everybody in order to know anything, but there is a veritable renaissance of creative. . .production. . .going on in the wake of the women's movement today, and it is obvious that a sizable segment of our country's population, including both females and males, is eager to learn about and share in this development, and cannot do so on this charming person-to-person basis.

We feel that compiling this source list has been a 'charming,' rewarding, and exhaustively time-consuming experience. In our fairly extensive 'chase,' we believe we ventured into some uncharted territories and closed a few gaps in the existing knowledge. We hope, for example, that those whose work-base is the action-oriented feminist movement and those whose work-base is the academic discipline of women's studies might become more cognizant of each other's valuable contributions, and that, in general, we might all eliminate duplication of efforts. Obviously, the above-mentioned funding would go far towards making both the 'chase' and 'capture' considerably more 'charming!'

When we arrived at the point where the 'chase' had to come to at least a temporary halt in order to put our findings to use, there were still more than fifty leads and sources left untapped. We hope to have the opportunity to continue work on this source list and would appreciate having copies of any new relevant or updated materials sent to Jennifer Macleod and Sandy Silverman at: 4 Canoe Brook Drive, Princeton Junction, NJ 08550. In the source list, we did not include articles that contained only basic information; however, we did try to cite any study or remedy that contained useful data and/or ideas. Sources were annotated as thoroughly as possible; however, due to inflation, we decided it would be simplest to leave out all prices.

There are over sixty studies in the following list, and the remedies include

*Submitted to the House Subcommittee on Equal Opportunities of the Committee on Education and Labor.

references to affirmative actions, clearinghouses, conferences, dictionaries, films, guidelines, kits, lobbies, polls, recommended lists, supplementary social studies sources, and other related articles, etc. Obviously, there is a great deal of work to be done before sexism is eliminated from textbooks, and there are feminist consultants, including ourselves, who are qualified and prepared to accomplish this task. The Association of Feminist Consultants, of which we are both officers, publishes a Directory of Members (50¢ postage and handling) including over fifty individuals who have met Association standards by demonstrating activist involvement in the women's liberation movement and expertise in one or more specific consulting areas including in-service training, textbook revision, etc. This Directory is available from the above address.

-- Jennifer Macleod and Sandra Silverman

Studies:

Adamsky, Cathryn, & Elizabeth Kaspar (Western Illinois U.) are currently studying sexism in college-level psychology texts. Contact: Cathryn Adamsky, Purdue U., Fort Wayne, IN. Note: The American Psychological Association, c/o James R. Nazzaro, Administrative Office of Educational Affairs, APA, 1200 17th St., NW, Wash., DC 20036, has a task force conducting a pilot study of sexism in graduate-level psychology texts.

Baltimore Feminist Project, "Report on Sexism and Racism in Elementary School Textbooks," 107 pp. Analysis of five readers widely used in the Baltimore school system. Contact: Rebecca Carroll, Administration Bldg., 3 E. 25th St., Baltimore, MD 21218.

Berkeley NOW. Has analyzed science textbooks. Contact: Nancy Ward, 2210 Derby St., Berkeley, CA 94705.

Boring, Phyllis, wrote a three-page letter for the WEAL Education Committee to Harper & Row analyzing their six-book elementary series "The Young Scientist," 1971. In response to an illustration showing Pierre Curie doing and Marie Curie watching, she noted, Ms. Curie was "an active scientist on her own 28 years after her husband's death." Contact: Phyllis Boring, 34 Tunica Ct., Old Bridge, NJ.

Boulder NOW, "Sex Role Stereotyping in the Boulder School System," Dec. 1972, 40 pp. This Education Task Force report includes about 15 pages on textbooks focusing primarily on the Houghton-Mifflin "Reading for Meaning" series; also includes some coverage of secondary literary anthologies. Additional sections on other areas of concern including athletics. The task force also issued a three-page letter outlining their aims. Contact: Sharon L. Menard, 2348 N. 107 St., LaFayette, CO 80026; or Sara Jane Cohen, 3120 6th St., Boulder, CO.

Child, Irvin L., Elmer H. Potter, & Estelle M. Levine, "Children's Textbooks and Personality Development: An Exploration in the Social Psychology of Education," Psychological Monographs, Vol. 60, No. 3, 1946, 54 pp. Studied 914 third-grade stories in 30 books and found central characters to be 73% male and 27% female with support characters being 63% male and 37% female. Girls and women were "sociable, kind and timid, but inactive, unambitious and uncreative." Also, ". . .even among unrelated adults who supply knowledge to children, the majority are male despite the obvious fact that the most important such persons of the real environment are the child's teachers, who are mostly women." A third finding was "several striking instances where females are shown as being definitely inferior from a moral point of view." They conclude, "There can be no excuse

for this greater attention to males in the claim that males have achieved more in society and hence that there is more to write about them. These stories are, with few exceptions, not about individuals of outstanding achievement but simply about the life of everyday people. . . .If the content of these readers is typical of other social influences, small wonder that girls might develop for this reason alone an inferiority complex about their sex." These findings (see pp.46-49 of the study) are a quarter of a century old!

Cole, Sheila, "What's Wrong with Sex-Education Books for Kids: Good-bye to Birds & Bees," Ms. Magazine, May 1973, p.70, 4pp. Analyzes the positive points of three recommended texts and discusses the societal hang-ups and pitfalls involved in children's sex education. Includes a list of 14 recommended and 12 not recommended books on sex education for 3 to 13-year-old children.

Czaplinski, Suzanne M., "Sexism in Award-Winning Picture Books," KNOW, PO Box 86031, Pittsburgh, PA 15221, July 1973, 104 pp.

Davis, Judy, "Preschool Victims," New School Switchboard, Aug. 16, 1971. A study of church nursery school curriculum.

DeCrow, Karen, "Textbooks: 'Look Jane, Look! See Dick Run and Jump! Admire Him!" Young Woman's Guide to Liberation, Pegasus, N.Y. 1971, p. 62, 11 pp. Looks at primary grade social studies texts and readers.

East Grand Rapids, "Sexism in the Elementary School Textbooks." Analyzes readers used in East Grand Rapids schools. One four-page write-up focusing on the roles of mothers points out that single women are considered 'misfits,' that motherhood is subtly degraded, and that women are often portrayed as lacking basic adult survival traits. Contact: Mary Nordenbrock, Hall St., East Grand Rapids, MI.

Ehrlich, Carol, "The Male Sociologist's Burden: The Place of Women in Marriage and Family Texts," Journal of Marriage and the Family, Aug. 1971, p.421, 10 pp. An abridgement of a study of the stereotypes of women found in six marriage and family texts written by male sociologists since 1964. The full-length manuscript is available from Ms. Ehrlich, U. of Iowa.

Frasher, Ramona, & Annabelle Walker, "Sex Roles in Early Reading Textbooks," The Reading Teacher, May 1972, p.741, 9 pp. Findings included: women shown in occupations outside the home one-fourth as often as men; women shown as homemakers/shoppers in 165 stories, men were shown in 14; girls shown playing 'quiet' games more than twice as often as boys. Furthermore, 'only slight changes' were noted in two new series.

Frisof, Jamie Kelin, "Textbooks and Channeling," Women: A Journal of Liberation, Fall 1969, (a KNOW reprint, PO Box 86031, Pittsburgh, PA), 3 pp. A study of the ways in which five social studies texts published since 1962 for grades 1-3 present the 'roles' played by men and women in American society.

Grambs, Jean Dresden, "Sex-Stereotypes in Instructional Materials, Literature, and Language: A Survey of Research," Women Studies Abstracts, Fall 1972, p.1, 8 pp. A concisely written overview of research on sex-role stereotyping in texts and trade books in a variety of fields for various grade levels. Points emphasized include the sexist orientation of 'history,' the inherent sexism in English grammar and phraseology, and the pervasive sex-stereotyping in educational testing and mass media. The two pages of footnotes include numerous

useful references: this research paper was one of many sources for our list.

Gregg, Karen, "American Women in College History Texts: A Content Analysis," Illinois Journal of Education, Mar.-Apr. 1972, p.7, 4 pp. Most women in the texts studied were in tradional, feminine roles: 'writers, wives, stars, social workers;' those few with nontraditional life histories were still presented in stereotyped fasion. Emma Goldman, Jeanette Rankin, Margaret Sanger, and Sojourner Truth do not make it to the indexes. The general message is that maleness is a marked asset in making history.

Grice, Editha H., "Little Women in Readers," Dec. 17, 1971, 14 pp. A study of readers, grades 4-6, used in the Baltimore County School System. Includes a recommendation that all textbooks be available for inspection in public libraries. Contact: Editha H. Grice, 918 Army Rd., Baltimore, MD 21204.

Hampares, Katharine. Has researched the image of women in elementary school readers for the Metropolitan Chapter of Pi Lamda Theta. Contact: Katharine Hampares, 245 E. 52nd St., N.Y., NY 10022.

Highline, Wash., NOW, Women and Girls in Education (WAGE), an ad hoc committee on the public schools of Washington State, has investigated early readers and prepared a pamphlet on sex-role stereotyping. Contact: Georgia Kunkel, 3409 SW Trenton St., Seattle, WA 98126.

Howe, Florence, "The Female Majority," Conspiracy of the Young, Paul Lauter & Florence Howe, World Publishers, 1970. The book includes an analysis of elementary texts used in Baltimore City schools.

Hurst, Gayle, "Sex Bias in Junior High School Literature Anthologies," prepared for St. Louis NOW, 19 pp. Analyzed four 8th grade anthologies with 127 stories. Only 14% had female authors - 9% had main characters who were female, 43% had no female characters. Many female characters remained nameless throughout the stories, and the fully-developed "whole-person" female characters were almost invariably either pre-menstrual or post-menopausal. Ms. Hurst also found that mothers were shown as rarely contradicting their husbands; she termed this "a male delusion." Included is a list of 18 stories suggested for anthology inclusion. Contact: Gayle Hurst, 11976 Charter Oak Pky., St. Louis, MO.

Kalamazoo, Committee To Study Sex Discrimination in the Kalamazoo Public Schools. The seven task forces (elementary texts, personnel, physical education, high school/selected subjects, high school/extracurricular activities, testing & counseling, and vocational education) each have a 1973 report. The 38 pp. report on 'selected' high school studies analyzes texts on English, social studies, home economics, industrial arts, and business education. The 41 pp. report on elementary school books looked at over 250 texts, supplements, and study prints. It includes lists of adult occupations and youth activities by sex and a book evaluation done by 5th graders. Kalamazoo schools are currently using reworked texts and teacher's manuals which contain annotations and supplements pasted in by the Committee, while they were awaiting word on their Title IX textbook suit. Contact: Jo Jacobs, Chairwoman, 732 Garland, Kalamazoo, MI 49008 or Allene Dietrich, 2425 University, Kalamazoo, MI 49008.

Key, Mary Ritchie, "The Role of Male and Female in Children's Books: Dispelling All Doubts," Wilson Library Bulletin, Oct. 1971, p. 167, 10 pp. Includes analysis of English language books, plus mentions of other studies on sex bias in children's literature.

Kidd, Virginia, "Now You See, Said Mark," New York Review of Books, Sept. 3, 1970, p.35, 2 pp. Examines a set of readers adopted by California.

Kirschner, B.F., "Introducing Students to Woman's Place in Sociology," American Journal of Sociology, Vol. 78, No. 4, 1973, p.1051, 4 pp. Analysis of how women are portrayed in introductory sociology texts.

Klapper, Z.S., "The Impact of the Women's Liberation Movement on Child Development Books," American Journal of Orthopsychiatry, 1971, Vol.33, No.3.

Kraft, Linda, "Lost Herstory: The Treatment of Women in Children's Encyclopedia," Library Journal, Jan. 15, 1973, p.218, 10 pp.

Lakewood Task Force for Equality in Education, "Spring 1973 - Preliminary Report," 31 pp. Analyzes sexism in elementary & middle school texts, counseling, employment, treatment of pregnant students, sports, and lunch programs. Also compiled "Books for Girls and Boys that Present Alternatives." Contact: Louise Patrick Burns, 12511 Clifton Blvd. #27, Lakewood OH 44107 or Annette Power Johnson, 1261 West Clifton Blvd., Lakewood, OH 44107.

Laws, Judith Long, "A Feminist Review of Marital Adjustment Literature: The Rape of the Locke," Journal of Marriage and the Family, Aug.1971, p.483, 34 pp.

Lexington NOW Education Task Force. Analyzed 31 high school history textbooks. Has recommended lesson plans, list of 100 women in history, and list of 200 books on women. Contact: Natalie Miller, 18 Liberty Ave., Lexington MA 02173.

Lincoln, Nebraska NOW. Has done a survey of various texts used in Lincoln schools. Contact: June Icenogle, 1822 H. St., Apt. 2, Lincoln, NE 68505.

MacArthur, Ann, "Ninth Grader Calls Math Book Sexist," Superintendent's Bulletin, Montgomery County, Maryland, Public Schools; reprinted in Women's Studies Newsletter, Summer 1973, p.2, 1 p. A ninth grader's memo to her principal.

Macleod, Jennifer S., & Sandra T. Silverman, 'YOU WON'T DO': What Textbooks on U.S. Government Teach High School Girls, KNOW, Inc., PO Box 86031, Pittsburgh, PA 15221, 1973, 109 pp. Intensive study of eight textbooks, plus action recommendations and THIS SOURCE LIST.

Montgomery County, Maryland NOW. Has studied five social studies texts and several primer series. Contact: Gabrielle Burton or Nita Farrel, PO Box 30105, Bethesda, MD 20014.

Muhich, Dolores. 6-page memo analyzing four secretarial training and two home economics texts. Contact: Dolores Muhich, 516 S. University Ave., Carbondale, IL 62901.

New York NOW, Report on Sex Bias in the Public Schools, 1972, 81 pp. Includes 16 basic articles. Besides the Trecker article (see separate listing), four others that are relevant to sexism in textbooks: "Alpha One," (1 p. on a reading program); "Sex Education," (2 pp.); "Elementary Readers," (6 pp.); and "Math and Science Textbooks," (14 pp.). New York NOW, 47 E. 19th St., N.Y. NY.

Nilsen, Aileen P., "Women in Children's Literature," Women in English Departments, (Susan McAllister, Ed.), National Council of Teachers of English, Urbana, IL, 1971, p.72, 9 pp. A study of Caldecott award winners that points out that the percentage of girls portrayed in these books 'declines steadily

from 45% in 1951-1955 to 29% in 1966-1970.' Note: "Sexism in Picture Books" by Margo Trumpeter and Linda D. Crowe in Illinois Library, Sept. 1971, p.499 5 pp. also discusses sexism in Caldecott Medal winners and runners-up.

Pandora, 1408 NE 43rd St., Seattle, WA. Studied sexism in math textbooks.

Pottker, Janice M. "Female Stereotypes in Elementary School Textbooks," a paper for the U. of Maryland College of Education, 1971. Examines the 1971 Scott-Foresman Reading Series.

Prather, Jane E. Has analyzed the major child-rearing books in regard to parent roles and parental guidance in upbringing for females vs. males. Contact: Jane Prather, Sociology Dept., California State U., Northridge, CA 91324.

Preston, Patricia, "Our Language Arts Texts Teach Sex Discrimination," The British Columbian Teacher, Jan. 1972, p.137, 6 pp.

Prida, Dolores & Susan Ribner, et al.,"Feminists Look at the 100 Books: The Portrayal of Women in Children's Books on Puerto Rican Themes," a four-page, tabloid size abstract of a related article in Interracial Books for Children, 29 W. 15th St., N.Y., NY 10011, Spring 1972. The abstract includes recommended readings and concludes, "A Puerto Rican girl faced only with the prospects presented in these books might reasonably choose not to grow up at all."

Rosen, Ruth, "Sexism in History or, Writing Women's History Is A Tricky Business," Journal of Marriage and the Family, Aug. 1971, p.541, 4 pp. Looks at six significant books on women's history and delineates some of Mary Massey's, William O'Neill's, and Page Smith's faux-pas as well as the insights of Eleanor Flexner, Aileen Kraditor, and Andrew Sinclair. Her conclusion: 'first, historians must recognize women's social and economic oppression; second, they must recognize that women have no readily identifiable nature.'

San Antonio NOW. Has prepared a five-page paper on five high school history texts that were adopted for use in Texas. Also, has a two-page review of five high school home economics books, three of which they recommend. A one-page summary briefly analyzes eight 5th and 6th grade readers. These reports were prepared primarily to affect local school districts' textbook adoption procedures. On the state level (see Texas studies), San Antonio NOW developed five pages of "Guidelines for Reading and Reviewing Hygiene Textbooks," which expand on the Texas Proclamation of the Commissioner of Education edicts and which are applicable to other types of texts. The Education task force also studied hygiene texts for grades 4-8. Contact: Antoinette d'Oronzio, 3737 Highcliff Dr., San Antonio, TX 78218.

San Francisco NOW. Has prepared a statistical write-up, including quotations, of a random selection of one-fourth of the readers used in San Francisco City schools. They are also planning for in-service training programs. Contact: Adele Meyer, 361 14th Ave., San Francisco, CA.

Scardina, Florence, "Sexism in Textbooks." Analyzes readers, math, science, language arts, and social studies books used in kindergarten-5th grades of East End schools. Contact: East End Education Committee, c/o Florence Scardina, 125½ S. Aikin Ave., Pittsburgh, PA 15206.

Schmidt, Earl Robert & Dolores Barracano, "The Invisible Woman: The Historian as Professional Magician," American Women and American Studies, Vol. 1, Betty Chmaj, ed., KNOW, PO Box 86031, Pittsburgh, PA 15221, p. 240, 4 pp. "An analysis,

quantitative and qualitative, of twenty-seven textbooks designed for college survey courses in American History."

Scully, Diana & Pauline Bart, "A Funny Thing Happened on the Way to the Orifice: Women in Gynecology Textbooks," American Journal of Sociology, Vol. 78, Jan. 1973, p. 1045, 6 pp. "An analysis of twenty-seven gynecology texts written over the past three decades reveals a constant tendency to present traditional views of female sexuality and personality. Women are stereotyped as primarily wives and mothers and having a lesser capacity for sex." For their original 34-page paper on this topic, contact: Diana Scully, U. of Illinois, Chicago Circle Campus or Pauline Bart, Abraham Lincoln Medical School, U. of Illinois, Chicago, IL.

Shankweiler, Penelope J. & Michael Gordon, "Different Equals Less: Female Sexuality in Recent Marriage Manuals," Journal of Marriage and the Family, Vol. 33, 1971, p.459, 8 pp.

Silverman, Helene, Joyce Bredahl Wong, & Lisa A. Cyrelson, "The Non-Pictured Non-person: The Female in Six Basic Elementary Reading Series," 18 pp. Research covered 2,145 stories in the 58 books that comprise the six basic elementary reading series approved by the Florida State Dept. of Education. Findings: 82% of the stories featured males, 18% featured females; there were 413 different occupations for men, 80 for women (the occupations were individually listed in the study). Also, about 80 sexist quotations are listed. "Children Are People - A Bibliography" is available from their local women's center, 405 Grand Central Ave., Tampa, FL. Contact: Helene Silverman, 10004 Oak Hill Dr., Temple Terrace, FL.

Simmons, Gracelaw, "Sex Stereotypes in Junior High Literature," a Barnard College undergraduate paper, 1973, 41 pp. Interprets the sexism in 25 books by five major publishers with 576 stories by men and 193 by women. Famous women writers are rarely included; likewise, female authors with non-typical societal views are excluded. Women are stereotyped as flirtatious, nosy, annoying, and feigning fear and weakness. Boys are shown in active play nine times as often as girls; women are shown doing household chores 30 times as often as men. "Boys are expected to enjoy hunting and killing." As far as occupational stereotyping goes, the story entitled, "The Day the Congressman Ate Ma's Greens," about sums it up! Contact: Gracelaw Simmons, 12 Palmer St., Arlington, MA 02174.

Somerville, Rose M. Has been monitoring texts and other books on women, marriage, family, child development, etc. for the Task Force on Women's Rights and Responsibilities of the NCFR. Contact: Rose M. Somerville, 1426 Merritt Dr., El Cajon, CA 92020.

Stefflre, Buford, "Run, Mama, Run: Women Workers in Elementary Readers," Vocational Guidance Quarterly, Dec. 1969, p.99, 4 pp. Analyzes the presentation of women as workers in five reading series.

Texas, Task Force for Eq[illegible]y in Education for Women. Has submitted bills of particulars cov[illegible] books up for state adoption. These include primers, supplem[illegible] hygiene books (grades 4-8), and texts on sociology, psychology, a[illegible]usiness, and scien[illegible]. Contact: Pattie Magee, 1302 52nd St., Austin, Tx.

Traad, Harnet. Studied sex-role models in children's picture books, a dissertation in Early Childhood Education, Columbia Teacher's College, N.Y., NY 10027. Analysis includes the N.Y. Times best-selling children's books, Caldecott Award Winners and runners-up, best-selling Golden Books, and sex-role definition books from 1959-1971.

Trecker, Janice Law, "Women in U.S. History High School Textbooks," National Council for Social Studies, Mar. 1971, reprinted in Report on Sex Bias in the Public Schools (N.Y. NOW, 47 E. 19th St., N.Y., NY) p.44, 9 pp. A study on the image of women in thirteen of the 'most popular' high school texts on U.S. History. A two-fold approach discusses both the lack of coverage of women's contributions during significant periods in U.S. history as well as the overall attitude which considers major contributions by women insignificant to societal development.

U'Ren, Marjorie B.,"The Image of Women in Textbooks," Women in Sexist Society -- Studies in Power and Powerlessness, Vivian Gornick, Barbara Moran, eds., Basic Books, N.Y. 1971, p.218, 8 pp. An analysis of the image of women and girls presented in the "most recent" textbooks adopted or recommended for second through sixth grade use in California. Ms. U'Ren comments, "The textbook writers are apparently uncomfortable with the idea of a female succeeding in her own right. If she does make use of a talent, it must be for the benefit of others, under the direction of others; any contribution she makes to her field of knowledge should preferably be made quietly, without fanfare or public recognition."

Weitzman, Lenore J., Deborah Eifler, Elizabeth Hokada, & Catherine Ross, "Sex-Role Socialization in Picture Books for Preschool Children," American Journal of Sociology, May 1972, p.1125, 25 pp. (reprinted by KNOW, PO Box 86031, Pittsburgh, PA 15221). Discussion focuses on Caldecott winners or runners-up for five recent years. Statistical analysis also includes all Caldecott winners since 1938, and illustrations also include examples from Newberry Award winners, the Little Golden Books, and etiquette books.

Weitzman, Lenore J., Sara Holtz, & George Pillsbury, "Sex-Role Stereotypes in Grammar School Textbooks," Institute of Governmental Affairs, 1973, U. of California - Davis, Davis, CA 95616. Analyzed reading, math, and science texts used in Connecticut and California for 2nd, 4th, and 6th grades. Three main findings: 1) 'science texts are the most sex-stereotyped, followed by math and reading,' 2) 'the texts become even more male dominated and increasingly sex-stereotyped from 2nd to 4th to 6th grade,' 3) "texts geared to cultural minority students were more sex differentiated, and more stereotyped than those geared to white middle-class students."

Wilk, Susan L., "The Sexual Bias of Textbook Literature," English Journal, Feb. 1973, 6 pp. A teacher analyzes 15 junior high literature anthologies published since 1963 that are used in her Minnesota school. 450 stories are authored by 376 males and 94 females; they include 440 male major characters and 88 female major characters. 75% of the latter category derive status only from interaction with males. Twenty-eight major female characters are presented in non-stereotyped fashion; they include a "disproportionate number of ethnic minorities," who are allowed qualities "not deemed appropriate to respectable, middle-class white women."

Women on Words and Images, Dick and Jane as Victims: Sex Stereotyping in Children's Readers, PO Box 2163, Princeton, NJ 08540, 57 pp. A study of the image of women and girls in 134 elementary school readers published between 1964 and 1971. The 'recommendations for change' conclude, "We will know that we have succeeded when Dick can speak his feelings of tenderness without embarrassment and Jane can reveal her career ambitions without shame or guilt."

Zimet, Sara G., "Males and Females in American Primers From Colonial Days to the Present," a chapter in Ms. Zimet's 176-page book, What Children Read in School, Grune and Stratton, 111 Fifth Ave., N.Y., NY 10003.

Remedies:

AFFIRMATIVE ACTIONS:

East Grand Rapids, "Affirmative Action Proposal For the Elimination of Sexism in the East Grand Rapids Public Schools," 3 pp. An outline covering many of the changes needed; a good starting point for discussions with a Board of Education. Contact: Mary Nordenbrock, Hall St., East Grand Rapids, MI.

Federbush, Marcia, Chairwoman, and the Committee to Eliminate Sex Discrimination in the Public Schools, Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools, KNOW, PO Box 86031, Pittsburgh, PA 15221, 4th edition, Nov. 1973, 110+ pp. The ten summary pages include approximately 50 sets of problems and recommended solutions, which, if implemented, would eradicate most sexist practices in U.S. public schools. The 28 exhibits, ranging from affirmative actions to athletics, reinforce the serious matters at hand. Also, by the same authors, "An Action Proposal: To Eliminate Sex Discrimination in the Ann Arbor Public Schools," KNOW, Mar. 1972, 16 pp. Outlines a realistic, 'how-to' approach including policy action recommendations for administration, in-service training, and program changes.

Middletown, Massachusetts School System Superintendant Francis N. Fitzgerald has announced discontinued use of a sexist elementary grammar book on word construction.

CLEARINGHOUSES ON WOMEN AND EDUCATION/TEXTBOOKS:

American Federation of Teachers, Women's Rights Committee. Contact: Marjorie Stern, 706 E. Denny Way, Seattle, WA 98122.

American Library Association, Task Force on the Status of Women. Contact: Lynne Rhoads, Coordinator, 4004 Whitman N., Seattle, WA 98104.

Canadian Library Association, Task Force on the Status of Women. Contact: Sherrill Cheda, Librarian, Senenca College of Applied Arts and Technology, 1750 Finch Ave. E., Willowdale 428, Ontario, Canada.

Educational Resources Information Center (ERIC), George Washington U., 1 Dupont Circle, Suite 630, Washington, DC 20036. Distributes many relevant documents.

National Coalition for Research on Women's Education and Development, Inc., c/o State University of New York, Stony Brook, NY 11790, Co-Directors: Esther M. Westenelt and Joseph Katz.

National Commission of the Reform of Secondary Education subcommittee: Females in Secondary Education, PO Box 446, Melburne, FL 32901.

National Institute of Education, Office of Education, 400 Maryland Ave. S.W., Washington, DC 20202. Contact: Emerson Elliott.

Project on the Status and Education of Women, Association of American Colleges, Margaret Dunkle, 1818 R St. N.W., Washington, DC 20009.

Resource Center on Sex-Roles in Education, National Foundation for Improvement in Education (NEA), 1156 15th St. N.W., Suite 918, Washington, DC 20005. Publishes "Research Action Notes," their newsletter.

CONFERENCES/COURSES:

California State NOW. Has workshops for publishers available nationwide. See listing in poll section.

California, U. of, Extension Division, San Francisco, "The Hidden Curriculum: Discovering and Overcoming School Sexism," planned by Wendy Roberts and Miriam Wasserman, Spring 1973. The two-weekend credit-carrying course had 35 workshops and was described in a two-page write-up in Women's Studies Newsletter, (Box 334, Old Westbury, NY 11568) Summer 1973, p.1. To receive the conference agenda and list of materials, contact: Miriam Wasserman, 51 Ellsworth St., San Francisco, CA 94110.

Council on Interracial Books for Children. Has plans for conferences/courses. See listing in guidelines section.

Feminist Press. Had a course on sexism in education that was ten evenings and two days in Fall 1973. Contact: the Feminist Press, Box 334, Old Westbury, NY 11568.

National Education Association, "National Conference on Sex Role-Stereotypes," was planned so that it could be replicated nationwide; focused primarily on intertwined relationship of sexism and racism in the schools. A write-up of the presentations by the major speakers, who represented several racial minorities, was printed in Women's Studies Newsletter (Box 334, Old Westbury, NY 11568), Winter 1972, p.1, 1 page.

Pennsylvania Conference on Sexism in Education, April 28, 1973, cosponsored by about 25 community organizations of Allegheny County in order to help implement the Pennsylvania Dept. of Education policies against sexism. Morning workshops included one on textbooks and were followed by a speech by the Commissioner of Basic Education and workshops organized by school district. Contact: Dee Cavinee, Coordinator, c/o Women Studies Program, 1012 Cathedral of Learning, U. of Pittsburgh, PA 15213.

Siporin, Rae Lee, Editor, "Female Studies V," KNOW, PO Box 86031, Pittsburgh, PA 15221, July 1972, 160 pp. Proceedings of the Conference "Women and Education: A Feminist Perspective" cosponsored by U. of Pittsburgh and Modern Language Association Commission on the Status of Women, Nov. 5-7, 1971. Includes 17 essays; one focuses on sexism in textbooks.

State University of New York - Buffalo Women's Studies College. Rae Rosen & Ellen Kahaner teach a course entitled, "Sexism and the Schools," in which textbooks are analyzed. Contact: Rae Rosen, 108 Winspear, SUNY-Buffalo, NY 14214.

DICTIONARIES:

American Heritage School Dictionary, Houghton Mifflin, Boston, 1972. This dictionary attempts to eliminate sexist definitions and illustrations and equalize sex representation. It is based on a three-year study of school materials used in grades 3-9 that established that there was definitely sex-stereotyping in school textbooks. See, "The Making of a Nonsexist Dictionary," by Alma Graham, Ms. Magazine, Dec. 1973, p. 52, 4 pp. Note: This issue of Ms. also includes a write-up of our study, 'You Won't Do': What Textbooks on U.S. Government Teach High School Girls.

Commission on Sexist Abuse in Language of the College English Association is preparing a pamphlet entitled "Sexual Fairness in Language." Contact: William A. Sutton, Coordinator, Dept. of English, Ball State University, Muncie, IN 47306.

Todasco, Ruth Taylor, The Feminist English Dictionary. Contact: R.T. Todasco, Loop Center, 37 South Wabash Ave., Chicago, IL 60603.

Varda One, Dictionary of Sexism, Everywoman, 1043B West Washington Blvd., Venice, CA 90291. Begun in 1971 as "the first English Language dictionary to be completely written and edited by women."

FILMS/SLIDE SHOWS/SKITS:

Baltimore, Women's International League for Peace and Freedom: in their pamphlet on women, the WILPF demands the following changes in education: "1) Revision of courses of study, textbooks, and counseling to include the role in history of women. . . .; 2) An end to the glorification of violence and military exploits; 3) Emphasis on development of world mindedness." WILPF members carry out the above philosophy in their skits in which they play little children, teachers, counselors, and employers. Contact: Editha H. Grice, 918 Army Rd., Baltimore, MD 21204.

Berkeley NOW. Has prepared a slide and tape show entitled "Sexism in Textbooks and the Schools" based on materials for grades 1-3. Contact: Pat McCormick, 445 Michigan Ave., Berkeley, CA 94707.

Fort Worth Education Task Force, "This Book is Rated S* (*Sexist)," an 18-minute slide/sound show consisting of 105 slides on preschool picture books, other children's books, and novels for teenagers. Contact: Berry Bock, 2617 Hartwood Drive, Fort Worth, TX 76109.

Grice, Editha H., "Untapped Natural Resources," a twenty-one minute slide and tape show illustrates basic conditioning in and out of textbooks that limits girls' potentials. The nine-page script discusses basic readers, spellers, and literature texts; it also mentions male dominance in physical education programs and school hierarchies. Sexist advertisements are used as illustrations too, and war is discussed as being a male domain. Contact: Editha H. Grice, 918 Army Rd., Baltimore, MD 21204.

Highline, Washington NOW. Women and Girls in Education (WAGE) has prepared a slide show based on their investigation of early readers. Contact: Georgie Kunkel, 3409 SW Trenton St., Seattle WA 98126.

Kalamazoo, Michigan Committee to Study Sex Discrimination in the Public Schools. Has prepared a slide presentation on grade school textbooks. Contact: Jo Jacobs, Chairwoman, 732 Garland, Kalamazoo, MI 49008.

Milwaukee NOW. The Milwaukee Feminist Center has prepared a slide show for teacher in-service training. Contact: Carolyn Meuller, 721 E. Carlisle Ave., Milwaukee, WI 53217.

Perkins, Corrine, "Dick and Jane Receive a Lesson in Sex Discrimination," a slide show. Contact: Corrine Perkins, Second St., Coralville, Iowa 52240.

Santa Barbara NOW. Has created a video-tape (1" IVC format) puppet show based on the California-approved basal series by Harper and Row. Contact: Ruth Lomis, 6591 Camino Venturoso, Goleta, CA or Santa Barbara NOW, 1421 State St., Santa Barbara, CA. (This film is available for rental to NOW Chapters at special rates.)

Weitzman, Lenore, Dept. of Sociology, University of California, Davis, CA 95616, "Sex Role Stereotyping in Textbooks," a slide show with music showing treatment of boys and girls in grammar school textbooks on spelling, reading, math, science, and social studies. Also, a slide show on the sexism in Caldecott winners entitled, "Sex Role Stereotyping in Award-winning Picture Books."

Women on Words & Images. Has prepared a slide show on their study of 134 elementary school readers. Contact: Phyllis AlRoy, PO Box 2163, Princeton, NJ 08540.

GUIDELINES:

Burr, Elizabeth, Susan Dunn & Norma Farquhar, "Women and the Language of Inequality," Social Education, Dec. 1972, p.841, 5 pp. This article is the second part of "Equal Treatment of the Sexes in Social Studies Textbooks: Guidelines for Authors and Editors," 9 pp. from SLPR Associates, 12709 Dewey St., Los Angeles, CA. The authors are planning a book entitled, "The Semantics of Sexism." One interesting point they make is that ". . .textbooks tend to describe young children who still need care as the mother's but to describe male offspring who are seen as heirs and female offspring of marriageable age as the father's."

Council on Interracial Books for Children. Has received $160,000 (July 1973) from Carnegie Corporation of New York to develop criteria to evaluate textbooks and trade books for negative images, etc. of "all five major minority groups -- blacks, Mexican Americans, Asian Americans, Puerto Ricans, Native Americans -- as well as women." The Council's criteria have primarily been based on "Instructions for Evaluating Content Analysis in Textbooks," by the U.S. Civil Rights Commission, 1971. Also, the first in a planned series of workshops based on this grant was held July 16-28, 1973 at Penn State U., College of Education; it was entitled "Literature in the Classroom." Contact: Council of Interracial Books for Children, 29 W. 15th St., N.Y., NY.

Kalamazoo Instructional Media Dept., "Guidelines for a Positive Non-Stereotyped Portrayal of Human Roles in Media Center Materials," 1200 Howard St., Kalamazoo, MI 49008.

Kotzin, Miriam, "Women, Like Blacks and Orientals, Are All Different," Media and Methods, Mar., 1972, p.18, 9 pp. Jean D. Grambs (see listing in studies section) recommends, "Imaginative teachers could utilize the suggestions provided by Kotzin for systematically studying the mass media for sex bias." She similarly recommends Susan Rice's "Women in Film," which appears in the same publication as the Kotzin article.

National Council of Teachers of English, Committee on the Role and Image of Women in the Council and the Profession, "Guidelines for Publication," NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

Pennsylvania Dept. of Education, "Images of Women: Guidelines for Selection of Curriculum Materials," Contact: Elizabeth Waller, Bureau of General and Academic Education, Pennsylvania Dept. of Education, 529 Education Bldg., Harrisburg, PA. Note: In addition, request the Joint Task Force report, "Sexism in Education," an exemplary 69 pp. affirmative action outline for state-wide implementation.

Scott, Foresman. Sexism in Textbooks Committee of Women, "Guidelines for Improving the Image of Women in Textbooks." Pamphlet available from: Lee Shelton, Director of Advertising, Scott, Foresman, and Co., 1900 East Lake Ave., Glenview, IL 60025.

Western Regional NOW, "Policy Statement on Textbooks," 1971, 2 pp. Contact: Pat McCormick, Berkeley Chapter of NOW, 445 Michigan Ave., Berkeley, CA 94707. Presents 34 criteria for use in textbook evaluation.

KITS ON SEXISM IN EDUCATION:

American Federation of Teachers, Women in Education: Changing Sexist Practices in the Classroom, AFT Women's Rights Committee, 1012 14th St. N.W., Washington, DC 20005, 1973, 74 pp. Includes non-sexist curriculum ideas for elementary through secondary grades in eight basic disciplines, plus textbook criteria and other articles from the AFT "Women in Education" conference.

Emma Willard Task Force on Education, "Sexism in Education," 1520 W. 27th St., Minneapolis, MN 55408. Over 130 pages of consciousness-raisers geared for teacher use including six various source lists. The 26 packet items include short articles, quizzes, curriculum criteria, and classroom ideas; the packet is updated periodically.

National Education Association, "Sex Role Stereotyping in the Schools," NEA, 1201 16th St. N.W., Washington, DC 20036. A compilation of reprints, etc. soon-to-be published.

Women's Equity Action League, kit on "Elementary and Secondary Education," WEAL, 538 National Press Bldg., Washington, DC 20004.

LOBBIES:

Kalamazoo, Michigan Committee to Study Sex Discrimination in the Public Schools. Coordinating a lobby to make sure that the implementation guidelines for Title IX of the Education Amendments Act of 1972 include enforcement of the Act with regard to sexism in textbooks. Contact: Jo Jacobs, 732 Garland, Kalamazoo, MI 49008.

San Francisco NOW. They are coordinating a lobby in support of Rep. Patsy Mink's and Sen. Walter Mondale's Women's Educational Equity Act. Contact: Adele Meyer, 361 14th Ave., San Francisco, CA.

MISCELLANEOUS RELATED PROJECTS/ARTICLES, ETC.:

Bennett, Virginia, Rutgers Graduate School of Education, 10 Seminary Pl., New Brunswick, NJ 08903. Two of her doctoral students (Marcia Hill and Deborah Adams) in school psychology are "working on a research project designed to ascertain if life role expectations of school children will vary as the result of manipulation: a) Textbooks which are geared to eliminating or minimizing sex bias in elementary school classrooms. b) Engaging teachers in in-service workshops designed to heighten awareness of subtle sex-discriminatory activities/interactions in elementary school classrooms. Pre- and post-testing is planned, using an instrument which is still in the process of standardizing, etc."

Faust, Jean, "Words That Oppress," KNOW, PO Box 86031, Pittsburgh, PA 15221, April 1970, 2 pp. A primarily sexually-oriented analysis of the "semantic oppression" of women; includes the use of suffixes, derogatory names, and 'female' terms. It concludes, "He [the male] describes what he wants the female to be, but is peevishly or pompously disapproving of the results."

Fisher, Elizabeth, "The Second Sex, Junior Division," The N.Y. Times Book Review, May 24, 1970, 2 pp. An overview of young children's books from libraries and bookstores reveals "an almost incredible conspiracy of conditioning." Titles included five times as many males as females. Findings included: many female animals with derogatory names, few black women in minority-oriented books, and few friendships among females.

Hall, Joan Joffe, wrote an essay-review of stereotyping in children's books, Louisville Courier Journal and Times, Fall 1971.

Harrison, Barbara Grizzuti, Unlearning the Lie: Sexism in the School, Liveright, New York, 1972, 174 pp. A personal account of a group of feminists who set out to eliminate sexism from a small, progressive, private school. Includes many good ideas. See E. Levine, Nov. 1973 Ms. p.43,& excerpts p.80.

Hart, Lois B., "A Feminist Looks At Educational Software Materials," U. of Massachusetts, Everywoman's Center or contact: Lois Hart, RD #1, Box 637, Belchertown, MA 01007.

Levy, Betty, "The School's Role in the Sex-Role Stereotyping of Girls: A Feminist Review of the Literature," Feminist Studies, Summer 1972, p.5, 19 pp. This literature search refers to more than 80 "research studies, informal reports, and speculative writings that bear on the school's role in elaborating and reinforcing damaging sex roles." These include psychological analyses, studies of pupil/teacher interaction, and reports on the effects of the male-dominated school authority structure, sex-segregated classes, and sex-role stereotyping in textbooks.

Osen, Lynne M., "The Feminine Math-Tique," KNOW, PO Box 86031, Pittsburgh, PA 15221, 1971, 13 pp. Cites famous women mathematicians as role-models; suggests solutions to our present waste of womanpower including making math more verbal for female beginners, proving math has long-term utility for women in all aspects of society, and emphasizing continuity in the course structure of

math. Ms. Osen notes that women's scores improved "when the masculine content of problems was reduced"(Milton 1957, 1959) and that "both Sweden and Denmark have moved to reduce the masculine content in mathematics textbooks."

Ramey, Dr. Estelle, School of Medicine, Georgetown U., Washington, DC. Has organized medical associates nation-wide to eliminate sexist medical texts and to discredit those which insult the integrity of people in the medical and science professions. Note: Belita Cowan and Kay Weiss work with Advocates for Medical Information, c/o Her-Self, 225 E. Liberty St., Suite 200, Ann Arbor, MI 48108; one of their goals is to eliminate sex-stereotyping in medical books.

Rogers, Katharine, "Liberation for Girls," Saturday Review, June 17, 1972, p.72, 2 pp. Illustrates how the 14 Oz books are full of delightful female role-models and "refreshingly free" of sexism.

Spaulding, Raymond E., "Another Look at Comic Books," a paper for the College of Education, U. of Maryland, 1970. Sex stereotyping in comic books: no exception. The study includes comics read by elementary, junior high, and secondary school students. The author notes that 'masculine' acts in comics are often accompanied by violence. (Although this study has no direct bearing on textbooks, we decided to make an exception and include it.)

Sesame Street and Sexism. Three articles on this important educational program for children are: Carolyn Cathey-Calvert's, "Sexism on Sesame Street: Outdated Concepts in a Progressive Program," 12 pp.; Jo Ann Gardner's, "Sesame Street & Sex-Role Stereotypes," Spring 1970, 5 pp.; and Susan Vogel, Inge Broverman, and Jo Ann Gardner's, "Sesame Street and Sex-Role Stereotyping - Updated with Suggestions for Eliminating Objectionable Features," 1971. All three are reprinted by KNOW, PO Box 86031, Pittsburgh, PA 15221.

Today's Education, an issue on "The Schools and Sex Role Stereotyping," (a journal of the NEA), Dec. 1972, includes: "Feminist Studies" by Carol Ahlum & Jackie Fralley, "A Child's Eye View of Sex-Roles" by Lynne Iglitzin, "Sexism in the Elementary School" by Carol Jacobs and Cynthia Eaton, "Do Teachers Sell Girls Short" by Betty Levy, and "New Legal Remedies for Women" by Betty E. Sinowitz.

Trecker, Janice Law, "Woman's Place is in the Curriculum," Saturday Review, Oct. 16, 1971, p.83, 5 pp. An analysis of the ways in which women's studies will be used to improve curriculum at the college level.

Wenergren, Christine & Stephanie Downs Hughes, "What Nancy Drew Stories Convey to Young Readers About Sex-Roles," a paper for the Sociology Dept., Boston University. Analysis of female roles in the Nancy Drew series, plus other research on male socialization patterns in the Hardy Boys and Tom Swift books. All three of these famous series are by the same author.

PHOTOS:

Feminist Resources for Equal Education, PO Box 3185, Saxonville Station, Framingham, MA 01701. Has compiled portfolios of 8½ X 11 photos taken on the job of women at non-stereotyped community-oriented and professional work. Note: For other photo sources, contact libraries listed or referred to in the section on supplementary social studies sources.

POLLS:

California State NOW, Education Coordinator Ann Radlow has recently sent out questionnaries regarding sexism in textbooks to sixteen publishers. In addition, Ms. Radlow has created a workshop that local NOW chapters can give to employees of publishing houses in their areas. Contact: Ann Radlow, 7228 Casper Drive, San Diego, CA 92119.

Colorado Commission on the Status of Women, "Interim Report on Children's Literature," includes 'a survey of publishers of children's texts.' Contact: Ms. Blanche Cowperthwaite, Chairperson, Colorado Commission on the Status of Women, 1218 Denver Club Bldg., Denver, CO 80202.

Nation's Schools, Opinion Poll: "Schoolbook sex bias: See and ye shall find?" Dec. 1972, p.18, 1 p. Note: This poll is based on a small number of responses. In summation, four questions find the following: 'Is there sex bias in curriculum materials?' 16% Yes 84% No; 'Have you reviewed textbooks for sexism?' 17% Yes 83% No; "Will sex bias be of greater importance to you than ever before when you next select textbooks?" 38% Yes 62% No; "If finances permitted and if reviews of your own textbooks show sex bias, would you stop using these books?' 70% Yes 30% No.

RECOMMENDED BOOK LISTS/GENERAL:

Note: Refer also to the section on supplementary social studies sources.

Bereaud, Susan, "Women in Education: A Bibliography," KNOW, PO Box 86031, Pittsburgh, PA 15221, 1971, 10 pp. The annotated list includes topics related to elementary schools, children's books, high schools, counseling, and higher education. Contact: Susan Bereaud, 960 E. State St., Ithaca, NY 14850.

Clearinghouse on Women's Studies, Box 334, Old Westbury, NY 11568. Collects feminist curriculum materials. Laurie Olsen preparing materials from teachers K-8; Carol Ahlum and Jackie Fralley preparing materials from high school teachers.

Feminists on Children's Media, "Little Miss Muffet Fights Back," PO Box 4315, Grand Central Station N.Y., NY 10017. A basic list of recommended supplementary non-sexist books for children. Also, by the same authors, "A Feminist Look at Children's Books," School Library Journal, Jan. 1971., 7 pp. From a speech on award winning children's books presented to the Authors Guild Oct. 15, 1970.

Hahn, Carol, "Teaching About Women: A Review of Materials," News and Notes on the Social Studies, 306 Memorial West, Indiana U., Bloomington, IN 47401, Winter 1973, 4 pp. Analyzes five recommended supplementary sources for high school level social studies. These books are by G. Lerner, A. Scott, T. Merrick, Allyn & Bacon, and E. Flexner.

NOW Image Task Force. Issued a list of fifty recommended non-sexist books for grades K-8. Librarian Nancy Kuhlmeier extracted these books as the best ones out of nine different bibliographies of non-sexist books. Contact: Anne C. Hall, 149 Dartmouth St., Rochester, NY 14607.

Pogrebin, Letty Cottin, "Down with Sexist Upbringing," Ms. Magazine, Preview Issue, 1972, p.18, 9 pp. From toys to textbooks, from TV to fairy tales, this article touches on most of the sexist elements in a young person's upbringing;

it concludes with a recommended annotated bibliography of 13 'pre-school' books, 14 'humanized fiction' stories, 15 'famous women' biographies, and five 'younger women's liberation' guides. Note: These books are excerpted from a far more extensive recommended list that can be ordered direct from Ms. Magazine, 370 Lexington Ave., N.Y. NY 10017. This latter list is entitled, "A Basic Library for Liberated Children."

Stavn, Diane Gerson, "Reducing the Miss Muffet Syndrome: An Annotated Bibliography," School Library Journal, Jan. 1972. A bibliography of non-sexist books for K-12. Note: The same author also wrote an analysis of the sexism in 'boy-oriented' books entitled, "The Skirts in Fiction About Boys: A Maxi Mess," School Library Journal, Jan. 1971, p.66, 5 pp.

Wheeler, Helen R., "Some Sources of Information on Non-Sexist Media for School Libraries," Louisiana Library Association Bulletin, Winter 1972, p.113, 7 pp. Cites Lollipop Power, PO Box 1171, Chapel Hill, NC 27514 as a recommended non-sexist children's book publishers.

SUPPLEMENTARY SOCIAL STUDIES SOURCES:

Chmaj, Betty E., American Women and American Studies, KNOW, PO Box 86031, Pittsburgh, PA 15221, Vol. 1, 1971; Vol. 2, 1972.

Drake, Kirsten, Dorothy Marks & Mary Wexford, Women's Work and Women's Studies, KNOW, PO Box 86031, Pittsburgh, PA 15221, 1971, 138 pp. Particularly note their list of sources on "Women and History" pp.100-109.

Emma Willard Task Force on Education, 1520 W. 27th St., Minneapolis, MN 55408. Request their 38-page bibliography, which is part of their sexism in education packet, that includes 33 sources on women in American History on pp.14-15.

Federbush, Marcia, Chairwomar, and the Committee to Eliminate Sex Discrimination in the Public Schools, KNOW, PO Box 86031, Pittsburgh, PA 15221, 3rd edition, Jan. 1973. In the Exhibits section XIt lists 15 high school level "Books About Women -- Their History and Status," Exhibit XIc list 20 collected biographies and over 80 biographies of women. These exhibits were compiled by Dorothy McGuigan and Ellen T. Nebel.

Flexner, Eleanor, Century of Struggle: The Woman's Rights Movement in the United States, Atheneum, New York, 1971, 384 pp. The "Bibliographical Summary" on pp.335-338 discusses historical sources on women that are available in the U.S. and lists 18 relevant, recent titles.

Grant, Ann, Our North American Foremothers, to be published Sept. 1974 by Harper and Row.

Ireland, Norma Olin, Index to Women of the World From Ancient to Modern Times: Biographies and Portraits, Faxon, 1970, 573 pp.

James, Edward T., ed., et. al., Notable American Women 1607-1950: A Biographical Dictionary, Harward U. Press, Belknap Press, 1972, three volumes with over 1,300 listings.

Krichmar, Albert, The Women's Rights Movement in the United States, 1848-1970, A Bibliography and Source Book, Scarecrow Press, Metuchen, NJ, 1972, 445 pp. The biographical section includes over 200 persons involved with the women's movement; in addition there are sources of books, periodical articles,

dissertations, pamphlets, and government publications. There are also descriptions of 400 manuscript collections.

Lexington NOW Education Task Force, c/o Natalie Miller, 18 Liberty Ave., Lexington, MA 02173. The task force has compiled a bibliography of over 200 books "specifically dealing with women and the roles they've played in history;" they also have an additional "list of approximately 100 women whom we feel have made significant contributions. . ." to U.S. History.

Murra, Laura Shaw, Director, Women's History Research Library, 2325 Oak St., Berkeley, CA 95708; this library has extensive collections on the history of women and other subjects. Request Laura Murra's "Famous Women," 1969, 14 pp. The list is international and includes famous women past and present. Also, request "Index of Bibliographies on Women," May 1973, compiled by Constance Maske, Director of Consulting and Internship for the WHRL.

New Jersey Women's Rights Task Force on Education, "American History and Related Biography for the Junior High," an annotated list of 66 books. Contact: Jean Ambrose, Coordinator, 549 Lennox Ave., Westfield, NJ 07090.

Ohio Women's History Library, Director Susan Koppelman Cornillon, Bowling Green State U., Bowling Green, OH 43403. A repository for all types of mid-west women's documents and artifacts including films, diaries, costumes, etc.

San Antonio NOW Education Task Force, "Some Supplementary Resources on the History of Women for High School American History Classes," an annotated list of 14 basic source books. Contact: Antoinette d'Oronzio, 3737 Highcliff Dr., San Antonio, TX 78218.

Sourcebook Press, 185 Madison Ave., N.Y., NY 10016. Has a series of 40+ reprints on the history of women's rights.

Taylor, Kathryn, Generations of Denial: 75 Short Biographies of Women in History, Times Change Press, Penwell, Washington, NJ 07882.

Wheeler, Helen Rippier, Womanhood Media: Resources for Knowing About Women, Scarecrow Press, Box 656, Metuchen, NJ 08840, 1972, 335 pp. Includes 350 in-print book listings, and annotated sections on audiovisual materials, pamphlets, periodicals, and special issues on women. Part II, 25 pp., describes library tools for feminist research, including biographical research. Note: Ms. Wheeler is currently preparing the 1974 supplement; please send her feminist suggestions. Contact: Helen R. Wheeler, #215, 7940 Jefferson Hwy., Baton Rouge, LA 70809.

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